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ABSTRACT

This report contains the findings and recommendations of a Missouri public school finance study conducted by the citizens of Missouri. It begins with an overview of the study, giving its organization, the procedures used, and a summary of recommendations. The report then presents separate sections corresponding to each of the following four major areas examined in the study: (1) public school education programs which should be maintained and supported, (2) local school district structures and organization, (3) sources of revenue to support public education in the State, and (4) methods of distribution of State school funds to local school districts. Numerous tables of data throughout the report present statistical information on the history and current status of educational finance in Missouri, enrollment patterns, course offerings, number of school districts, and other demographic information. (Author/DN)

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public school finance study

EA 005 985

final report

STATE DEPARTMENT OF EDUCATION

JEFFERSON CITY, MISSOURI 65101

ARTHUR L. MALLORY
COMMISSIONER

Board of Education
State of Missouri

Dear Board Members:

It gives me a good deal of pleasure to transmit to you a report made by a group of Missouri citizens who, at your direction, undertook a study of the financing of public education for Missouri schools.

A brief report of the Study was prepared in summary form and mailed to the nearly 4000 Missouri citizens who attended the thirteen Regional Conferences dealing with the Study. The summary report contained a brief statement of essential information about how the Study was organized and conducted, and a list of the principal recommendations. This complete report contains, in addition to the summary, a comprehensive statement of data, materials, and procedures used by the Study Committees in determining the recommendations which were approved.

I trust you will enjoy reviewing this report and that this will serve as a basis on which you can make recommendations to the General Assembly for legislation and that from it you will be given some guidance regarding administrative changes which may need to be made with reference to State Board of Education rules and regulations.

On behalf of the Committee which dealt with this report, let me thank the State Board of Education for directing that the Study be made and for the opportunity to participate in the Study.

Sincerely yours,

Arthur L. Mallory

Commissioner

Foreword

The report of the 1972 Study of Public School Finance in Missouri was prepared in two forms. The first report was a bulletin which was a brief summary of essential information about how the Study was organized and conducted, with an abbreviated statement of the principal recommendations.

This is the final report which, in addition to the information contained in the preliminary bulletin, gives a comprehensive statement of data, materials, and procedures used by the Study Committees in determining the recommendations which were approved. It may be noted that the recommendations of all the Committees have been listed in summary form for the convenience of the reader, but each of the four Major Study Committees made an independent report and each report is included as a separate section. This was considered to be the best way to reflect with some completeness what each Committee did, although the four major study areas were closely related to the general problem of public school finance.

The Study represented the combined efforts of many people. It was, in fact, an example of an extensive involvement in which citizens of the state chose to study financial problems of the public schools themselves, and have some voice in suggesting solutions to those problems, rather than employ somebody to make the study for them.

The basic idea of involving the thinking of large numbers of citizens of the state in this Study effort was met with enthusiastic support. Members of Committees were exceedingly generous with their contributions of time and effort. Members of the State Department of Education Staff graciously carried added responsibilities incident to the Study in addition to their regular assignments. State governmental agencies cooperated without fail in supplying information, data, and any assistance requested. Participants in the thirteen Regional Conferences discussed controversial issues, on which there could often be honest differences of opinion, with a tolerance and a positive attitude toward problems of financing public schools.

Interest in the importance of this area of study was evidenced by the financial support from private sources. Funds to make the Study possible were made available from the Danforth Foundation and from sources arranged through the auspices of the Kansas City Foundations and Trust Association.

Co-Directors: *Delmar A. Cobble*
Loran G. Townsend

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Part I

OVERVIEW

Introduction

This Study was concerned primarily with financing public schools in Missouri, as the title indicates, but it necessarily included some attention to several related problems. A careful analysis of many of the issues confronting public schools at the present time tends to show that problems such as quality of instruction, adequacy of facilities, availability of resources, effectiveness of organization, and adaptation to changing needs all have certain aspects which cluster around the theme of school finance.

Financial requirements are fundamental concerns in public school programs as enrollments increase, as responsibilities expected of the schools become greater, and as programs adjust to changing needs of society and of individuals. In addition to these somewhat normal demands of growth and change on financial resources and their utilization, the effects of inflation in recent years have accelerated costs of operating public school programs.

The need for the Study grew out of the rationale that the responsibilities of leadership are exercised best by continuous planning, both immediate and long-range in nature, to meet present as well as anticipated needs. The alternative is to wait until a crisis occurs and then react to it. There was a basic belief, too, which was reflected in the organizational plan of the Study, that citizens of the state should have accurate information about problems confronting public schools and have some involvement in seeking solutions to those problems.

While this Study dealt with current problems, the foundations which were laid in the record of accomplishments in public education in Missouri were clearly recognized. There are many significant points in that record as the public schools have moved forward, but change and new conditions present challenges yet to be met. Certain relatively recent factors in this background were clearly observable. The report of the Governor's Conference on Education in Missouri in 1968 was entitled "Planning and Financing Education for the Future." Progress has been made on some of the recommendations of that Conference, but others await implementation.

The goal that a minimum of fifty percent of the cost of operating public schools be obtained from state funds was recommended by the

Governor's Conference but has not been reached. In 1969, there was an upward revision of the Foundation Program, which provides necessary formula for distribution of state school funds, but inequities among school districts still exist, and the goal of equality in educational opportunities for all children of the state continues to lie somewhere ahead.

In 1969, the General Assembly adopted a four-year program which provided additional school funds at the rate of 35 million dollars per year for a four-year period. That program of providing additional state school funds from this statutory source terminates with the close of the 1972-73 fiscal year. At this time, no official action has been taken to assure its continuation. A further recommendation of the Governor's Conference on Education of 1968 was that conferences on education be held regularly at suggested intervals of two years. It was recommended that the membership of these conferences be composed of laymen and professional educators from all segments of Missouri and that they give attention to the problems of public education and seek solutions to those problems.

From a long range perspective, it can be observed quite readily that this present study of public school finance in Missouri stands in a long line of previous studies through which the people of the state have planned for improvements in their public schools. Those studies which have been made in preceding years have had different impacts due to varying circumstances at different periods, but many of the major actions which have been taken in the development of public schools have grown out of the recommendations of these studies. There has sometimes been considerable time lag before actions were taken but the influences of many of the major ideas are not difficult to trace.

In the rapidly changing conditions of the present, the significance of approaching the solution of problems confronting the public schools by the utilization of information which has been assembled and assessed through comprehensive studies is quite apparent. Roe L. Johns and Edgar L. Morphet in a Study Guide entitled, "Planning School Finance Programs", a publication of the National Educational Finance

Project, 1972, emphasized the importance of long-range planning when they said:

> "The kind and quality of education needed and provisions for its financial support under modern conditions differ in many important respects from those considered suitable even a few years ago. Although many improvements have been made as conditions and needs have changed, the evidence is clear that even more substantial and significant changes are imperative and that expedient or patchwork adjustments will not suffice to meet either present or emerging needs. It appears that the only way to avoid increasing inequities, inadequacies, and dissatisfactions is for every state and local system and the federal government to become seriously involved in systematic long-range planning for the improvement of all aspects of education."

The importance of a comprehensive statewide study of public school finance in Missouri at this time was made more emphatic by several facts which have major implications and which have evoked much public discussion throughout the country.

In recent years, some other states have accumulated experiences of various kinds in trying different methods in the allocation and distribution of state school funds. These alternative methods needed to be reviewed to see if they suggested the desirability of changes in present practices in Missouri.

The comprehensive National Educational Finance Project, with Roe L. Johns, Project Director, was initiated by the U.S. Office of Education in 1968 and funded for approximately two million dollars. This Study was national in scope and represented the most comprehensive study of public school finance that has been attempted. The project has been completed and the five volumn report of the study is now available. It furnishes a wealth of information and useful guide-lines for studying many problems in public school finance on a state level.

Court decisions in California, and in other states, point to the possibility of a major overhaul in the way public schools are financed with particular reference to the use of the property tax and the distribution of funds. The courts have focused attention on certain inequities in the distribution of funds to finance schools. The test involves the principle of equality of educational opportunities for pupils in different school districts, based on considerations of state responsibility, wealth of a district, and pupil needs.

It is, also, a matter of common knowledge that with the increasing cost of education, the local tax burden for the support of schools, based on the property tax, has advanced to the point where it is being sharply resisted by taxpayers. This fact points to the need to broaden the base of sources of funds to support public schools.

Organization

Authorization

This Study of Public School Finance in Missouri was authorized by the State Board of Education, December 16, 1971. The action was taken in accord with the policy of the State Board of Education to furnish educational leadership, provide educational services, and make information available to the people of the state. The State Commissioner of Education was directed to exercise leadership in planning the Study and in seeing that it was carried out.

The Steering Committee

On recommendation of the Commissioner of Education, a Steering Committee consisting of fourteen citizens, from different areas of the state and representing a cross section of interests, was appointed to consider matters of policy and direction. In considering the organizational plans for the Study, the Steering Committee recognized that it would not be practical to attempt a study of public school finance in isolation from related concerns in the operation of public schools. In accordance with that view, the Committee recommended that study efforts be concentrated on four major areas which are involved in considering problems of public school finance. The Committee decided further that each of these four designated areas be studied intensively by a committee of citizens of the state representing a broad cross section of citizens interests.

The Four Areas of Study

The four major areas designated for study were (1) sources of revenue to support public education in the state, (2) methods of distribution of state school funds to local school districts, (3) local school district structures and organization, and (4) public school education programs which should be maintained and supported.

The Study Committees

With the advice of the Steering Committee, approximately one hundred citizens of the state were invited to accept membership on a Statewide Committee to participate in the Study. Acceptance of these invitations was almost unanimous. From this large Statewide Committ-

tee, four Study Committees of from twenty-five to thirty persons each were organized. Each of these Study Committees undertook a detailed investigation of one of the four major areas designated for the Study.

The membership of the Statewide Committee included men and women who represented various business occupations, the professions, labor, agriculture, The General Assembly, education, and Parent-Teacher Associations. Students were also represented on the Committee.

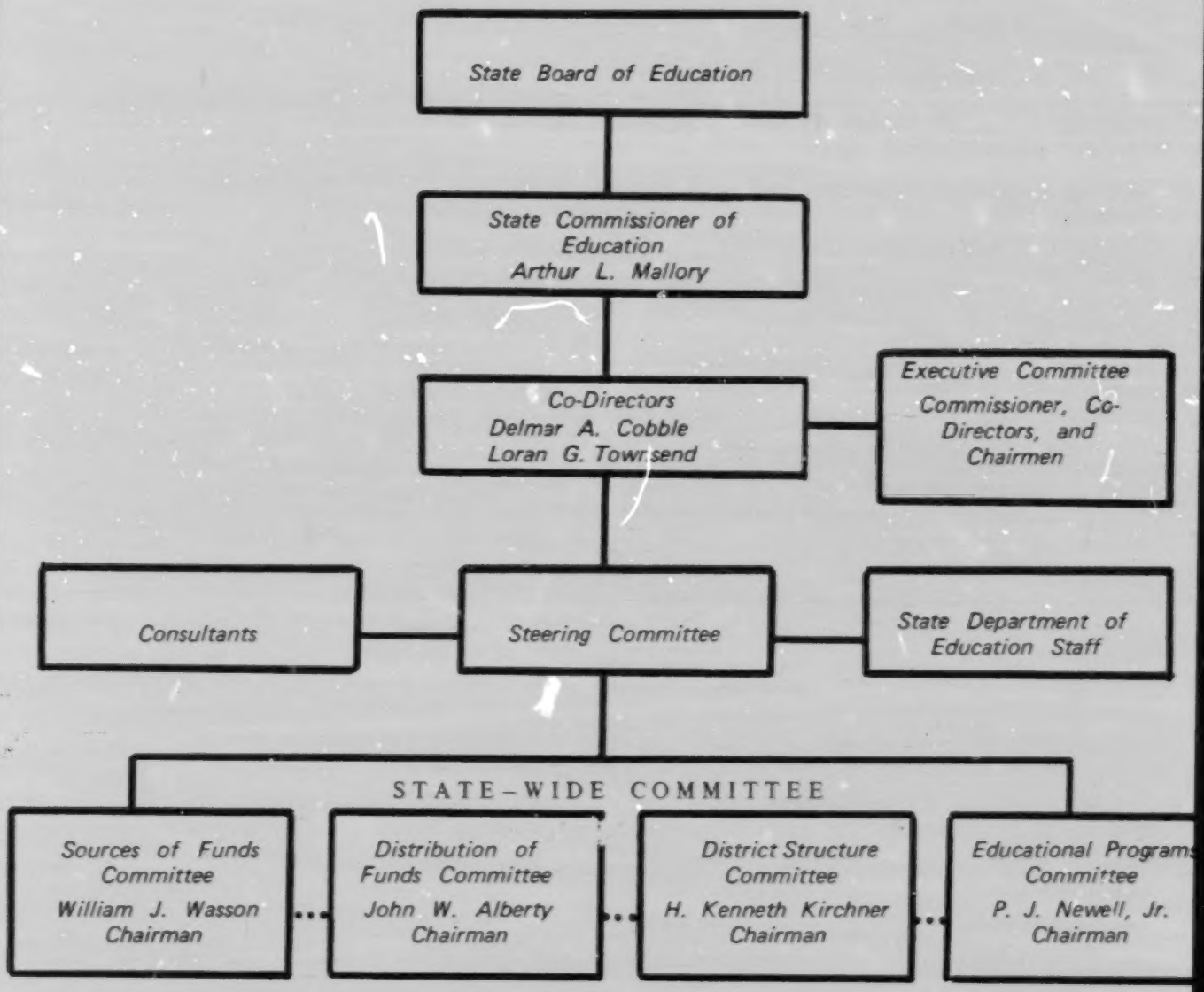
Consultants and Special Assistance

The organization plan provided for the assistance of outside consultants of national recognition as their services were needed. It was also possible to make use of special assistance in assembling data for specialized reports dealing with particular questions or situations. Utilization was made of findings of other studies being carried on dealing with problems of public school finance on both the state and the national levels.

Financial Support

Assistance in providing funds necessary to carry on the Study was sought from private sources. These efforts were successful to the extent that sufficient funds, in modest amounts, were made available through private Foundations to make the Study possible.

Organizational Chart Showing Lines of Communication and Assignment of Responsibilities



The Steering Committee

The Steering Committee was composed of the following fourteen members. Delmar A. Cobble, Deputy Commissioner of Education (Retired), served as Chairman of the Steering Committee.

Dr. Bernard Campbell, Superintendent
Lee's Summit R-VII School District
Lee's Summit, Missouri

Dr. J. T. Castleberry, Superintendent
Neosho R-V School District
Neosho, Missouri

Representataive Wayne Goode
Normandy, Missouri

Dr. Glen L. Hanks, Secretary
Board of Education
Kansas City School District
Kansas City, Missouri

Mr. Sam Harbin, Superintendent
Sikeston R-VI School District
Sikeston, Missouri

Dr. James E. Hart
Professor of Education and
Executive Secretary, Missouri School
Boards Association
Columbia, Missouri

Dr. Sam Lawson, Treasurer
St. Louis City School District
St. Louis, Missouri

Dr. J. L. Moody, Assistant Superintendent
Ritenour School District
Overland, Missouri

Dr. Sanford E. Sarasohn
Professor of Law
St. Louis University Law School
St. Louis, Missouri

Senator Maurice Schechter
Creve Coeur, Missouri

Dr. Marvin Shamberger
Director of Research
Missouri State Teachers Association
Columbia, Missouri

Mr. Randall W. Tedlock, Superintendent
Louisiana R-II School District
Louisiana, Missouri

Senator Nelson Tinnin
Hornersville, Missouri

Representative Robert Ellis Young
Carthage, Missouri

The Four Major Study Committees

There was a separate committee invited to make an intensive study of each of the four major areas designated by the Steering Committee. This provided for a Study Committee for Educational Programs; one for School District Structures; one for Sources of Funds; and one for Distribution of School Funds. The memberships of these four Study Committees totaled 110 persons.

Each of these Study Committees prepared a final report which named the members of the Committee, described how the Committee worked, listed significant materials used, and summarized some of the conclusions to support the recommendations which were made.

Procedures in Conducting the Study

The Executive Committee, shown on the Organizational Chart, developed some general guidelines to coordinate the work of the Committees and to provide time schedules, but, in the main, the Committees developed their own working procedures independently of any restrictions. A deliberate effort was made, however, to keep each Committee generally informed about what the others were doing. Five sequential steps could be identified in the development of the Study after the organization phase has been completed.

Step I

The four Study Committees were organized with a member of the State Department of Education designated as the Chairman of each Committee. All Committee meetings were held in Jefferson City. Each meeting was scheduled for a full day, but some sessions lasted longer. Each Committee met either six or seven times, beginning in April and concluding in November.

Prior to each meeting of a Committee, an attempt was made to furnish members with an agenda and materials pertinent to the meeting such as statistical data, special reports, reviews of research, and comments on relevant issues. At the beginning of each meeting of a Study Committee, the Chairmen of the other three Study Committees reviewed briefly what their Committees were doing in order that there would be coordination in the entire study effort.

Step II

The Steering Committee was kept informed from time to time of the progress that was being made. That Committee held independent meetings although not at regularly scheduled times.

Step III

Preliminary reports of the activities of each Study Committee, including tentative recommendations, were completed by September 1. This third step provided that these tentative recommendations be reviewed and discussed by a large number of citizens of the state before they were drafted in final form.

In order to make the tentative recommendations available to the public, thirteen Regional Conferences were organized in various parts of the state. The location of the Conferences is shown in the Appendix. At each Conference approximately three hundred citizens were invited to participate. Those who were invited represented boards of education, citizens occupying various types of leadership positions in their communities, educators, and parent-teacher association members. The total program in each of the Conferences was planned to extend through a six hour period. The Chairmen of the four Study Committees presented the tentative recommendations in the preliminary reports. Following these presentations, small discussion groups were organized to provide time for informal discussion and citizen reactions. Opinion responses and suggestions of participants were recorded and conveyed at a later time to the Study Committees. A copy of the form used to obtain these reactions and suggestions may be found in the Appendix. A final statistical tabulation of responses with some interpretive comments is also in the Appendix.

Step IV

The final meetings of the Steering Committee and the four Study Committees were held November 27 and 28. The purpose of these meetings was to familiarize members of the Committees with the responses and suggestions which had been obtained from the participants in the thirteen Regional Conferences. This was done in order that due consideration could be given to the responses and suggestions before the tentative recommendations were stated in final form, thus assuring that the final recommendations recognized the thinking of a large number of citizens throughout the state.

Step V

The recommendations in the final reports of the four Study Committees were reviewed by the committee of the whole which consisted of all members of the Study Committees. After this was done, the total report was reviewed by the Steering Committee.

Time Limitations

Since this Study was started and completed within a period of only several months in 1972, time factors were important consider-

ations. The time requirements which were specified in the design of the Study were dictated by practical considerations rather than by choice. These time constraints may have tended to set some limitations on the amount of original research that could be produced, but this was balanced somewhat by the amount of data available in Missouri records and by the results of similar investigations in the country. Another factor which made the time limitations workable was the fact that the design of the Study was simple, direct, and required problems to be identified and studied promptly.

Summary of Recommendations

The four Study Committees prepared preliminary reports and tentative recommendations which were taken to citizens of the state for discussion in the thirteen Regional Conferences. The opinions of participants in those Conferences were reviewed and considered in the last meetings of the Study Committees in which the recommendations were drafted in the final form which each Study Committee approved. A brief summary of the recommendations which each Committee adopted follows:

Recommendations of Study Committee on Educational Programs

1. Public School districts are encouraged to provide a voluntary early childhood education program for three- and four year-old children and their parents primarily functioning in the home with limited group activities in the school setting. State financial aid should be made available to school districts submitting proposals for early childhood education programs that are approved by the State Department of Education.
2. Every public school district should provide a comprehensive education program from kindergarten through grade twelve which equals or exceeds the minimum accreditation standards of the State Department of Education.
3. Every public school district should provide youth access to a tuition-free vocational-technical program within commuting distance that will meet their needs and enable them to become gainfully employed.
4. A comprehensive assessment program should be developed and administered by the Missouri State Department of Education to provide statewide data pertaining to student progress toward educational goals.
5. Public community college curricular offerings and services should be made available to all citizens of the state with minimum costs to the individual student.
6. All public school districts and public community colleges should coordinate their efforts and provide comprehensive

adult education to meet the needs of the adults within their districts.

7. The school laws should permit the use of state and local funds and school districts should be encouraged to provide the use of local school buildings for community school services (educational, cultural, and recreational) when facilities available.

Recommendations of Study Committee on School District Structures

1. When any school district which for two consecutive years does not offer an approved program of instruction through the twelfth grade, there should be statutory provision for combining the territory of that district with one or more districts that offer such an approved program.
2. That the provisions of the Special School District law be utilized extensively throughout the state to provide vocational-technical programs, special education programs, and other cooperative services beyond the facilities and financial resources of a single school district.
3. That additional carefully planned junior college districts be established where needed throughout the state, in the manner prescribed by law, to provide all eligible persons within reasonable commuting distance access to those educational and training experiences generally recognized as being functions of two-year comprehensive community colleges.
4. That the Guidelines for Planning and Evaluating School Districts, as developed by this Study committee, be utilized as criteria in the further restructuring of school district organization throughout the state.
5. That the State Board of Education be encouraged to authorize the appointment of another statewide advisory committee to evaluate the progress, status, and needs in the area of district organization and to suggest appropriate ways for strengthening school district structures.

Recommendations of Study Committee on Sources of Funds

The following recommendations are based on the premise that access to good education should be equally available to every child, not dependent on the resources of the school district in which the child happens to live; this principle being not only morally right but educationally sound. The state should modify its system of financial support of education to enact into law this principle. The state should recognize inequities where they exist within the present property tax systems and should make strong positive moves to assure that all citizens bear an equitable share of the tax burden.

The Committee Recommends:

1. The proportionate share of public school support now carried by the property tax should be reduced.
2. Additional funds from State General Revenue should be provided to further minimize existing inequalities.
3. The income tax and the sales tax are the most promising major sources of revenue for additonal funds or to offset declining reliance on amounts derived from the property tax.
4. A statewide property tax should be enacted for current operations. Local school districts should be permitted to levy limited additional property taxes as provided by law.
5. The State Tax Commission should be granted additional funds and expanded authority to supervise and regulate local assessment practices.
6. All property subject to ad valorem taxation should be reassessed to assure that assessments within each county and throughout the State of Missouri are equalized and kept up to date.
7. The assessment of property and the collection of taxes should be conducted on the county level.
8. Fines, forfeitures, intangible taxes, and other sources of revenue devoted to education and distributed by the counties should be turned over to the state and distributed as part of the Foundation Program.
9. A school district should maintain local control over funds devoted to education.

Recommendations of Study Committee on Distribution of Funds

1. The present formula of the School Foundation Program as described in Section 163.031 be changed to provide that all available funds will be distributed to school districts based on pertinent data, that 50 percent of the current operational costs will be assumed by the state, and that the changed distribution formula will contain at least the same degree of equalization as exists in the present formula.
2. The wording of Section 163.031 RSMo., paragraph four be changed so as to phase out the present provision which assures certain school districts an established amount of funds per pupil in average daily attendance. A two-year period is suggested as reasonable for the phase-out period.
3. "Abandonment Building" aid as provided for in Section 163.101 RSMo., be eliminated since it is of no significant value to the statewide educational processes.
4. A study be made and implemented through recommendations to the next session of the General Assembly of the present method of apportionment of transportation aid, consideration to be given to the factors which affect districts with extremely high density and those with extremely low density, adjustments to be made so as to provide a more equitable means of apportioning state aid for pupil transportation, and consideration to be given to the addition of a factor for state aid to those districts providing special transportation services to handicapped children.
5. "Exceptional Pupil" aid be continued at the present level as provided in Section 163.151 RSMo., pending the outcome of a current study and the recommendations of those making that study.
6. The basis for distribution of funds continues to be average daily attendance (ADA) as presently provided in the law (Section 163.031) describing the School Foundation Program formula.
7. After July 1, 1974, only those districts which meet or exceed the minimum classification standards of the State Department of Education shall be eligible to receive funds apportioned through the School Foundation Program.

8. The State Department of Education be directed to immediately carry out a comprehensive study of the school building needs of the state and develop an equitable method to meet those needs.
9. There be conducted during 1973-74 a study designed to yield data which would be pertinent to Missouri relative to distribution of state funds on the basis of a weighted-pupil formula. If the data for the weighted-pupil formula so justifies, a recommendation be made to the General Assembly in 1975 (or as soon as thereafter possible) for the implementation of such a formula to replace the School Foundation Program then in effect.
10. The state return to the previous practice of providing 50 percent of the entitlements to eligible school districts in the September payment.

Community College Foundation Support Program

1. *Standard of Adequacy.* A minimum expenditure expressed in dollars per full-time equated student should be established for the entire state. This "standard of adequacy" represents the minimal financial effort made toward the education of each full-time equivalent student. Any district not meeting this standard would not qualify for state aid.
2. *Level of Student Participation.* Although much argument has been presented in junior college literature supporting tuition/maintenance fee free education for two years beyond high school, practices in Missouri and the stated views of some legislators and other individuals indicate a feeling that the student should participate in the financing of his own education. Therefore, the first element contributing to the effort to meet the "standard of adequacy" is a computational student participation of $200 per full-time equated student. This amount is used for computation only and does not represent any minimum or maximum fee limitation.
3. *Level of District Participation.* This element of the support program would be computed by dividing the total assessed valuation (equalized to 30 percent) of the junior college district by the

number of FTE students to determine the amount of assessed valuation supporting the education of each FTE student. The local contribution from taxes toward achieving the "standard of adequacy" would be determined by multiplying a computational levy of 15 cents per hundred dollars of assessed valuation per FTE student. The resultant product represents in dollars the local contribution toward meeting the "standard of adequacy."

4. ***Level of State Participation.*** The amount of state aid for which a district is eligible for each FTE student would be computed by adding the $200 student participation to the amount of local district taxes per FTE student, then subtracting that sum from the "standard of adequacy."

In order to implement the foundation support program suggested, the local tax scale for Community Colleges should be as follows:

Assessed Valuation in Dollars	Rate Per $100 of Assessed Valuation
$-1 billion or more	$.20
less than 1 billion	$.40

The above maximum rates to be established by the college board of education may be increased by a favorable vote of the people.

Capital Outlay

The State of Missouri should assist community college districts by providing for 50 percent of the capital outlay costs connected with the construction of educational buildings.

Capital outlay costs should be approved by the appropriate section of the State Department of Education and all plans for construction would be subject to approval by the School Building Services Section of the State Department of Education prior to approval of state funds.

Payment of state funds for capital outlay would be based upon the amount needed to meet the principal portion of the debt service obligation for an approved program for each affected community college district.

Part II

Report of the Study Committee on Educational Programs

Introduction

Our continuously changing society places inescapable demands upon our public schools for a changing, expanding, and improving educational program. The welfare of the individual and the society as a whole is dependent upon the availability of quality educational programs for all citizens of the state and nation. The mobility of population makes it essential that all children, youth, and adults be provided with appropriate learning experiences regardless of where they live in the nation or in the state. In 1960, the President's Commission on National Goals pointed out, "The development of the individual and the nation demands that education at every level and in every discipline be strengthened and its effectiveness enhanced."[1] The need and the demand for quality educational programs for all citizens can be readily substantiated at the local, state, and national levels.

Since the federal government left the responsibility for public education to the states, the Constitution of each state has provision to accept this responsibility. In Missouri, much of the state's responsibility has been delegated to the local school districts. This policy has provided for desirable local involvement, but has resulted in wide disparity in the quantity and quality of educational services provided to the children, youth, and adults of the state. Some of the variances are the result of differences in the size of the population, geography, assessed valuation, and local desires. These variables cause gross inequities in educational opportunities which are available in the districts of the state. The quality and quantity of educational opportunities which are available depend to a great extent on "where" one lives.

It is imperative that the state should work with all haste toward a program that will insure equitable educational services to all children, youth and adults regardless of place of residence or special individual problems. It is essential that individual citizens with varying needs and abilities be provided the type of learning activities that meet their learning needs. Young children three and four years old have need for directed learning activities that may be provided cooperatively by the school and by parents who are furnished assistance in the education of the young child. The educationally deprived, handicapped, and gifted are entitled to specially planned educational activities to meet their particular needs. The youths who want to engage in skill trades and those who want to go to senior colleges for professional training are entitled to educational activities in the high schools and community colleges that will adequately prepare them for their future pursuits.

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[1] President's Commission on National Goals, Goals for Americans (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), page 6.

All children, youth, and adults in Missouri should have a comprehensive educational program available from early childhood education through community college. Each school district should operate an educational program that includes early childhood, elementary, middle or junior high, secondary, and adult education. All youth and adults in the district should be provided the opportunity of comprehensive vocational education and community college education by the district, by contract with other districts within commuting distance, or by an intermediate district. The district should also make its facilities available for community school services to meet the varied educational needs of the children, youth, and adults of the school district.

The successful operation of educational programs is dependent upon a positive operational climate within the state, the community, and the individual school. All segments of society have a responsibility to make a contribution to this climate. It is imperative that cooperative working relationships exist among the community and the school staff, the total staff within the school, and the students with the staff. It is important that the school provide for the involvement of the patrons, staff, and students in the planning and operation at those levels where they can make a positive contribution. To assure the most effective program, it is necessary that the school include a planned evaluation that involves the community, staff, and students. The evaluation may include a testing program, but should be much broader than testing and include a self-study of the educational program.

The total educational program operated and provided by a school district for its constituents is (or should be) a very comprehensive and multi-faceted program. It would require voluminous writings to describe in detail the program and its various components for one medium-sized school district. The diversities in our great state would require many differences in the program for various districts of the same approximate size.

Therefore, the educational program has been set forth in terms that will describe in general the type of programs that should be provided and leave details to local districts to encourage and enable their adaptability to individual and local community specific needs. This procedure should also make the educational program recommendations more meaningful over a longer period of time. All educational goals and instructional goals must be continually re-examined in terms of changing conditions. It is hoped that the future readers of this report will keep in mind the necessity for evaluating these recommendations in keeping with the current situation and changing needs of individuals and society.

The total educational program that should be available for the citizens of various ages, regardless of where they live, was presented in seven major components. It was realized that many important elements in an educational program transcend all age levels (i.e., career education, environmental education, citizenship education). Each component included three subtopics: (a) Present Educational Services; (b) Essential Educational Services; and (c) Optimum Educational Services. Under Present

Educational Services this report pointed out the strengths, weaknesses, and inequities of the present program. Under Essential Educational Services it described those services which should be provided in the very near future. Under Optimum Educational Services it enumerated those services which are very desirable and provide long range goals. The major components were Early Childhood Education, Elementary Education, Middle School or Junior High School, High School, Community College, Adult Education, and Community School Services.

The Committee

The Educational Program Study Committee was charged with the task of recommending public educational programs which would provide opportunities for each child, youth, and adult to become adequately prepared for the next sequential phase of his life. The committee also accepted the responsibility for identifying "Present Educational Services;" proposing the "Essential Educational Services" which should be provided, and proposing "Optimum Educational Services" for all children, youth, and adults in Missouri. The Educational Program Study Committee included wide representation from many segments of Missouri citizenry.

Members of the Study Committee on Educational Programs

Mr. Larry Ackley
High School Principal
Farmington, Missouri

Dr. Neil C. Aslin
Professor of Education
University of Missouri
Columbia, Missouri

Mr. Stuart Berg
Student
Rolla, Missouri

Senator Paul L. Bradshaw
Springfield, Missouri

Dr. George W. Brown, Superintendent
Webster Groves School District
Webster Groves, Missouri

Mr. William E. Clark, Superintendent
Moberly School District
Moberly, Missouri

*Mr. Sam Harbin, Superintendent
Sikeston R-VI School District
Sikeston, Missouri

**Mr. P. J. Newell, Jr.
State Department of Education
Jefferson City, Missouri

Mrs. Frances Phillips
Elementary Teacher
Dexter, Missouri

Mr. James Renner
Labor Relations
Southwestern Bell Telephone Company
Louisiana, Missouri

Representative John T. Russell
Lebanon, Missouri

Dr. Ralph Scott, Superintendent
Monett R-I School District
Monett, Missouri

Miss Betty Finnie
Student
St. Louis, Missouri

Mr. Stanton Garr
Farming
Rothville, Missouri

Mr. Jerry Irving
Central Labor Council
Kansas City, Missouri

Dr. Dixie A. Kohn, Superintendent
St. Francois County R-III School District
Flat River, Missouri

Miss Arlene Marsh, President
Missouri State Teachers Association
Kansas City, Missouri

Mr. George M. Thompson, Jr.
Thompson Sales Company
Springfield, Missouri

Dr. John Tout
Elementary School Principal
Clayton, Missouri

Mr. Vincent J. Van Camp
Missouri AFL-CIO
Jefferson City, Missouri

Mr. Delbert Wells
Missouri Chamber of Commerce
Jefferson City, Missouri

*Representative Robert Ellis Young
Carthage, Missouri

Mr. Fred Zaiser
School Board Member
West Plains, Missouri

*Member of the Steering Committee

**Chairman, Study Committee on Educational Programs

How the Committee Worked

The Educational Program Study Committee had seven meetings in Jefferson City, Missouri, between April 25 and August 25, 1972. The meetings convened at 10:00 a.m. and adjourned at 3:00 p.m. A copy of the agenda for the coming meeting and the minutes of the previous meeting were forwarded to Committee members well in advance of each meeting. Pertinent publications and study materials were supplied to provide appropriate information and background for the discussions at each meeting.

At each meeting, the chairmen of the other three study committees were given opportunities to report progress and recommendations. These committees were School District Structure, Sources of Revenue, and Distribution of Funds. These reports helped the Educational Program Study Committee to coordinate their activities with others involved in the Study of Public School Finance in Missouri.

At the first meeting, an opinion questionnaire was completed by each committee member. The questionnaire was recirculated by mail, and a general consensus of committee members' opinions was reached concerning the desirable features of educational programs in Missouri. The earlier meetings were spent in reviewing literature of educational programs, having presentations, exchanging ideas, and outlining the task.

Some items discussed by the Educational Program Study Committee:

1. Present educational programs in the public schools of Missouri.
2. Essential educational programs that should be available for all citizens in Missouri.
3. Optimum educational programs that would be desirable for all Missourians.

4. The inequities in the availability of educational programs among the people of the state.
5. Educational programs for pre-kindergarten age children (Early Childhood Education).
6. Educational programs at the Elementary, Middle or Junior High, and High School Levels.
7. The present public community college program in Missouri and the future needs.
8. The adult education programs in Missouri and the future needs.
9. The community school services in Missouri and the future needs.

Special presentations were made on the following programs:

Program	Presentor
Early Childhood Education	Dr. Doris M. Stumpe Assistant Superintendent Ferguson-Florissant School District
Career Education	Dr. Norman Gysber Professor University of Missouri-Columbia
Special Education	Mr. Warren Black Assistant Commissioner State Department of Education
Community Colleges	Dr. B. Ray Henry President Jefferson Junior College
Adult Education	Mr. Bill Ghan Coordinator of Adult Education State Department of Education

During the third meeting, the committee divided itself into subcommittees for the purpose of doing more in-depth study in early childhood education, elementary school education, middle school or junior high school education, high school education, community college, adult education and community school services.

During the fifth meeting, the subcommittees reported back to the committee as a whole, where each report was discussed and revisions suggested. The revised reports were combined and circulated to all members.

One meeting was devoted to a discussion of the proposed revision of the Missouri Classification and Accreditation Standards and its relation to the work of this committee. The first draft of the combined reports was reviewed and changes recommended. The second draft was drawn up and mailed to all members of the committee one week in advance of the August 25 committee meeting.

At the August 25, 1972, meeting the committee reviewed and discussed the second draft copy of the proposed report of the committee. The committee approved the report with minor changes, the inclusion of specific recommendations, and the preliminary report of the Educational Program Study Committee to the Steering Committee.

On November 27-28, 1972, the committee met to review a draft of the final report reflecting the general consensus of opinions expressed by participants of the 13 regional educational conferences.

Early Childhood Education

Recent research has provided growing evidence that many characteristics of a child which are conducive to success in school and later life are shaped at an early age. More specifically, Dr. Benjamin Bloom in his book, ***Stability and Change in Human Characteristics***[2], after examining and interpreting many longitudinal studies on the shaping of human beings, concluded the following:

1. "Variations in the environment have the greatest quantitative effect on a characteristic at its most rapid period of change and least effect on the characteristic during the least rapid period of change."

Therefore, it would seem, change efforts will be much more effective if they are applied at the time of most rapid natural development of any individual characteristic.

2. "The amount of potential change for individuals is a product of environmental conditions in which they have lived during a given period of time."

Not only is the individual's potential for change unrelated to his relative standing at the beginning of a period of change, but, it is also improper to predict the potential of an individual by knowing only his relative standing at a given time.

3. "In terms of intelligence measured at age 17, about 50% of the development takes place between conception and age four and 30% between ages four and eight."

The longitudinal studies of general achievement at grade 12 indicates that 50% of this achievement has been reached by the end of grade three.

Early childhood education is a series of planned experiences for children under five years of age that promotes growth, challenges thinking, and encourages the development of many new skills—social, physical, and mental. In a setting appropriate to them, children can deal with the world at their own level and pace. This setting provides an opportunity to stimulate and perpetuate excitement in learning; to encourage exploration, experimentation, and discovery; and to develop in children positive self-concepts and a growing sense of competence and worth. The influence of the parents and the home is recognized as the most important factor in the development of the young child.

A child develops his concepts of self as a result of his interaction with people who are significant to him. He must be accepted at every stage of his development and have his worth recognized regardless of the culture, attitudes, abilities, hopes or fears which he brings with him. He must see himself as having the possibilities for learning and dealing adequately with the environment and problems which confront him. There is evidence that a kindergartener's self-concept and estimate of his own general competence are better predictors of success in first grade reading than tests of his

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[2]Bloom, Benjamin S. ***Stability and Change in Human Characteristics***. New York: John Wiley & Sons, Inc., 1964.

intelligence. Deprivation of emotional, mental, physical or social stimulation in early years seriously limits a child's development. The effects of deprivation are most critical when the deprivation occurs during the second and third years when language development is most rapid.

It is imperative that children with special problems (i.e., brain damage, inadequate vision or hearing, emotional disturbances, mental retardation, or other handicaps) be provided with early childhood education which includes special services. Early detection of these problems is a service that early childhood education could perform efficiently. Treatment of these problems early in a child's life is more likely to produce alleviation or cure then when the child is older.

An early childhood education program must be planned; therefore, it has structure. It has order that requires children to learn to live within it. Children are encouraged to explore the boundaries of this order and help to decide when these boundaries may be expanded or limited. They also explore their own feelings and learn how people live within the orderliness of a structured program. Since basic needs of children are diverse, early childhood programs must be comprehensive in scope and provide for many aspects of development—physical, social, intellectual, and emotional. These programs must assure children experiences of success. When a child experiences conflicts, he must be provided with a program that will help him cope with the realities of conflict without loss of self-respect or courage to try again.

An effective early childhood education program provides opportunities for enhancing the amount and quality of family interaction with children both in school and at home. A child who has both parents at home in the evening and who spends daytime hours in the company of a mother cognizant of skills needed for success in school is fortunate. However, in many homes both parents work and in others, parents are unable to provide experiences that prepare the child for success in learning. An effective early childhood education program will provide opportunities for parent involvement. They need help in making effective use of the informal opportunities that carry over from learning activities in the early childhood education program into their daily interaction with the child. The child needs to share planned experiences with children of his own age and to identify with adults other than his parents, who understand his needs and endeavor to meet them. The staff must recognize and appreciate the existing strengths and the quality of family life of each child. They should take advantage of every opportunity to exchange information with parents both in the educational setting and through home visits to better understand and plan for the needs of children.

Present Educational Services

There are a few early childhood programs currently operating in Missouri. Four types of programs (which are typical of early childhood education) are being operated in the following Missouri school districts:

Ferguson-Florissant has four-year old children attend class, with one or both parents, in either a morning or an afternoon session on Saturdays during the school year. Teachers in this program visit the children and parents in the home during the rest of the week. They will include three-year olds

beginning with school year 1972-73.

Maplewood-Richmond Heights has three-year old children attending classes two days per week and four-year olds three days per week. Sessions are shorter than regular half-day kindergarten.

The Special District in St. Louis County has a program for pre-kindergarten children who have a hearing impairment.

Mehlville has a pre-kindergarten program that is aimed at identifying and providing help in eliminating potential learning problems for young children. This program involves teachers working with parents and children in the home, no assembled classes are held.

Essential Educational Services

Early childhood education is of such importance that all school districts should provide a planned program for three- and four-year old children and their parents on a voluntary basis. A comrehensive early childhood education program would provide the foundation to increase the effectiveness of the elementary and secondary education programs.

The programs should provide for bringing children together in groups one to five days a week for two hours or more and for home visitations to children and parents. The most important component of the early childhood education program is extensive parental involvement. A plan to phase in the early childhood education program as part of the school services should be developed with consideration of added costs and the availability of adequately trained staff.

The early childhood education program should provide for the following:

Early detection of existing or potential physical, mental and/or emotional problems.

Regular and periodic physical and psychological examinations should be provided all children. Accurate records of problems, treatment, and progress should be available to the teacher so she would be aware of such and take appropriate action.

Development of verbal fluency.

The child should be encouraged to speak in sentences and to enlarge his vocabulary by having good examples of oral language used, by having stories read that promote vocabulary development and enrichment, and by discussing learning experiences provided.

Sensory stimulation.

The child should be given the opportunity to develop a knowledge of and sensitivity to colors, shapes, sizes, textures, and sounds through concrete experiences.

Social competency.

The child should learn to associate with and become a contributing member of his peer group. He should be given the opportunity to develop self-reliance as well as sensitivity to needs and interests of the group.

Appropriate cognitive learning and concepts.

The child should be given opportunities to learn the names of objects, develop

an understanding of numbers, develop an understanding of abstract concepts (such as "up," "down," "now," and "later"), and learn to classify and group like objects.

Realistic and positive self-concept.

The child should be given an opportunity to develop individual strengths and have experiences that are conducive to the development of a wholesome self-concept.

Gross and Fine motor-skills.

The child should be provided with a series of planned activities to further his gross and fine motor development.

The early childhood education program could involve a large number of children in the state. The following chart shows the number of live births recorded in Missouri

Part II — Table 1

Live Births in Missouri, 1965-71

YEAR ENDING DECEMBER 31	BIRTHS
1965	81,216
1966	77,946
1967	74,823
1968	74,304
1969	78,396
1970	80,707
1971	78,161

From this chart, it seems reasonable to assume that there will be approximately 80,000 three-year olds and 80,000 four-year olds in Missouri during each of the next several years beginning in 1975. The National Education Finance Project, Special Study No. 1,[3] predicts that about 50 percent of three-year olds and about 75 to 80 percent of four-year olds can be expected to enroll in a voluntary early childhood education program during the last half of the 1970's. If these estimates are correct, about 100,000 three- and four-year old children would participate in voluntary early childhood education programs if they are established in all Missouri public schools. It is estimated that a program could be operated on a limited basis at a per pupil enrolled cost of one-half the elementary per-pupil cost.

Optimum Educational Services

The ultimate potential of comprehensive early childhood education programs is so great that all school districts should be required to establish such programs and state aid should be provided to finance them. The cost of the programs would be offset by reductions in the future expenditures in remedial and special education programs.

The comprehensive early childhood education program should be adequately financed to enable the school district to secure the needed diagnostic services and necessary treatment for correction of physical, mental, or emotional problems. The comprehensive program should enable school districts to bring children to school two or more hours a day for two or more days per week for planned educational activities. Of course, the program would emphasize extensive parental involvement as a major component of the total program. A comprehensive program should be financed at the same per pupil cost as the regular elementary school program.

A model instructional unit would consist of fifteen to twenty children: four-year olds, three-year olds, or a mixture. The staff should consist of a teacher, two aides, and a mother of one of the children in the class (mothers should rotate in this

[3]McLure, William P. and Audra May Pence. ***Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs.*** Urbana-Champaign: University of Illinois, 1970.

position). The teacher and the two aides could serve two groups of children since the children will only be at school for two hours per day for two or more days per week. The balance of time for teachers and aides will be spent in planning or working with parents and children in small groups or as individuals in the children's homes.

The indoor space should consist of a room with 1,500 to 2,000 square feet for a group of fifteen to twenty children. The room, which could be utilized by several instructional units, should be divided into activity areas such as: (1) reading and listening; (2) manipulative activities with large objects; (3) manipulative activities with small objects; (4) science activities; (5) housekeeping activities; (6) dining area for snacks and lunch; (7) art activities; and (8) large open space for the total class activity. The room should have auxiliary space for storage of heavy clothing, toilet facilities, sink facilities for washing hands, and a storage area for supplies and equipment. The outdoor space should provide about 2,000 square feet of play area which is specially equipped and designed for children of ages three and four.

Elementary Education

The organizational structure for elementary education in local school districts varies throughout the state. However, for the purposes of this report, elementary education includes kindergarten through grade six. In elementary school, the child should master basic skills in language arts, mathematics, social studies, science, and other areas that will serve as the foundation for all future learning. He also develops concepts about his abilities and value as a person as well as appreciation and concern for persons of all cultures, ages, and abilities. The importance of rich and varied experiences in elementary school cannot be overemphasized.

The child should be provided with a program structured to meet his needs and to insure continuous development of skills. Organizational structure should facilitate each individual's progress at a pace appropriate for him. The school should provide each child with more opportunities for success, as he perceives success, than failures.

Present Educational Services

The present status of elementary educational facilities ranges from one-room rural schools to multi-million dollar educational complexes. In the one-room school, a single teacher working with limited resources must teach all elementary subjects to children of a wide age span. The complexes have many teachers, specialists in many instructional areas, the most recent classroom equipment, and modern learning resource centers. The structures vary from an inflexible grade-oriented plan to those designed to serve the needs and potential of every child.

On June 30, 1972, Missouri had 605 districts which operated 1,625 elementary schools. These had various organizational patterns from kindergarten through grade eight (K-5, 1-6, K-8, etc.). Of the 1,625 elementary schools, 13 were one-teacher schools. Of the districts which operated elementary schools, 32 were three-director elementary districts, 115 were six-director districts, and 458 were high school districts.

For the 1970-71 school year, there were

approximately 615,974 students in kindergarten through grade six. The average teacher-pupil ratio varied from 1:10 to 1:42. A total of 395 of the 458 high school districts offered kindergarten programs to 76,581 children. This provided kindergarten services to approximately 90 percent of the children that attended first grade in the public schools of the state the following year.

It has been estimated that although 94,000 children were provided some type of categorical assistance in special eduation K-12, another 40,000 to 50,000 children were not provided these services;

The average cost per pupil (elementary and secondary) in 1970-71 ranged from $460.63 to $1,906.43. There were significant differences in costs by type of district. In three-director elementary districts it was $520.21, in six-director elementary districts it was $588.64, and in high school districts rated "AAA" $764.38; "AA" $654.17, "A" $650.48; and "U" $683.75. By comparison, the statewide average cost per pupil (elementary and secondary) was $736.05.

No statewide testing program is provided or required for elementary pupils in Missouri schools. Many local school districts have comprehensive programs while others have little or no organized testing programs. The State Department of Education owns a stock of achievement and scholastic aptitude test booklets for grade four and above. These booklets are available to local school districts through an arrangement with the University of Missouri at Columbia. The University charges a small fee for servicing, scoring, and reporting.

Essential Educational Services

All children of elementary school age should have access to educational services which equal or exceed those described by the Missouri Classification and Accreditation Program. The most essential element for quality education for elementary children is a well-trained, dedicated, and effective instructional staff. Classroom teachers need the assistance of educational specialists in instructional areas (language arts, reading, mathematics, science, art, music, and the like). They also need assistance for non-teaching tasks in such areas as guidance and counseling, media and library services, and nursing services. Teacher aides should be available to assist the teachers. The size of the class should be small enough to facilitate effective instruction.

Elementary schools need to have well-equipped and well-stocked learning resource centers or libraries with books and periodicals on a wide variety of topics and of differing degrees of reading difficulty. In the elementary school years, the curiosity of youngsters is generally at a peek; hence, materials need to be available to satisfy their interests and curiosity on their reading levels. Since elementary children need to be taught how to find information independently from a variety of sources, the learning resource center equipped with such materials as film loops, recordings, tapes, picture files, slides, and maps is a necessity.

The elementary school must make provision for the atypical child, handicapped or gifted, by operating its own program, contracting with a nearby district, providing home instruction or pro-

viding services through an area school district. All children who deviate in physical, mental, emotional, or social development—to the extent that they require special types of educational programs to meet their needs—must have special programs provided for them. Special programs or classes should be provided for children who are emotionally disturbed and/or socially maladjusted, gifted, educable mentally retarded, blind or partially sighted, speech defective, deaf or hard of hearing, afflicted with learning disabilities or minimal brain dysfunction, orthopedically handicapped and trainable.

The curriculum must be designed to provide educational experiences which will enable every student to master basic skills essential for further education, to develop attitudes and values appropriate for a fledgling member of a democratic society, and to prepare him for the next sequential phase of his growth and development. To accomplish these goals, instruction should be provided in the areas of kindergarten (social and academic readiness), language arts (reading, listening, oral language, written expression and handwriting), social studies, science, mathematics, physical education, art and music.

Integration of subject matter into major concepts to be developed by pupils may require flexibility in scheduling and use of staff. The concept of career education should be integrated throughout the elementary school program. Pupils should begin to become knowledgeable about the world of work and career opportunities in the early years of elementary school. An emphasis on environmental education, health education, and basic economic education should be a component of the total elementary school program. Summer school programs should be available for enrichment and remedial learning experiences.

Educational decision making requires data from several sources. The resources devoted to education in the state and in each school district as described in the Missouri State Department of Education classification program are one important source. To make wise educational decisions, data pertaining to the product or output of the school experience are also needed. A statewide assessment program related to state and local goals of education would provide, as a minimum, basic information to the State Department of Education for planning professional services, and it should supply the legislature and general public with readily interpretable information concerning the effectiveness of the educational program of the state as a whole.

An essential assessment program should provide statewide data by assessing a sample of students on progress toward all of the educational goals established by the State Department of Education.

Additional supportive services are necessary to make the educational program effective. These services should include school health services, school lunch service, transportation, and well-kept, attractive, functional buildings.

Optimum Educational Services

Optimum educational services include those services listed previously as "essential services" plus services which equal or exceed those services described by the "AAA" standards of the Missouri Classification and Accreditation Program. Optimum educational services should be considered as long-range objectives for all children and immediate objectives for children in those districts where they can be attained. Among the most significant services which should be taken into consideration in improving and expanding "Essential Educational Services" described previously to "Optimum Educational Services" are the following.

The teacher-pupil ratio must be small enough for the teacher to know the learning needs, interests, strengths and weaknesses, and something of the home background of each pupil. Teachers should be well trained, and at least 50 percent should have an appropriate advanced degree. In-service training for teachers should be an important component of the elementary school program. With rapid advances in technology and a knowledge explosion, each teacher should have the opportunity and obligation to keep abreast of new methods and media.

The services of a psychometrist, guidance counselors, school psychologists, school psychiatrists, and social workers are recommended. Emphasis should be placed on home visitations so that home and school can work together for the welfare of the pupils. The total professional staff to pupil ratio in the school district should not exceed 1:18. An attractive salary schedule should be provided to induce competent people to become teachers and to continue to teach.

To the curriculum previously suggested in the essential program, offerings such as foreign language and an introduction to vocational areas should be made available to older pupils. The curriculum of the elementary school must be individualized to serve the needs of children with varying abilities, interests, and concerns. The learning resources center should be the heart of the school. Programmed learning materials should be available for those pupils who could profit from their use. Maximum utilization should be made of educational television and other electronic media, including cablevision. Materials for individualized reading should be available. The discovery approach in such areas as social studies, science, mathematics should be utilized. Children should be encouraged to do inductive problem-solving and engage in divergent thinking. Opportunities should be provided for students to develop skills, understandings, and values through participation and study in the arts so essential for improving the quality of life and environment. Encouragement of creative abilities and attitudes will require a greater variety and type of materials. Older children should keep track of their own progress if assisted by teacher aides (paraprofessionals who can do many necessary non-teaching tasks). This will free the teacher to plan curriculum, confer with children and parents, and confer with other teachers and specialists about the progress of pupils.

Expanded educational opportunities should be made available by summer programs or a year-round program. A summer program should provide enrichment activities, learning experiences not offered during the regular school year, and experi-

ences to meet special needs of pupils wishing to attend school. A year-round program should be considered as a means of optimum use of classroom space and pupils' time.

An optimum program for comprehensive statewide assessment of elementary school students would include obtaining statewide data as described previously under essential services, plus additional assessment instruments related to local district educational goals and objectives. The data would permit each teacher and administrator to determine how students are achieving in relationship to the stated goals. Information thus obtained permits the student, with the help of the counselor, to evaluate his progress and make decisions for the future based on the data. A statewide assessment program should be supplemented with statewide samples and districtwide individual tests.

To assure that the statewide assessment can proceed in an orderly manner within the state, a systematic approach to assessment should contain the following phases: (1) goal development, (2) objective development, (3) identification of assessment purposes, (4) population to be assessed, (5) instrumentation, (6) administration, (7) scoring and analysis, and (8) reporting and utilization.

As in all systematic approaches in problem solving, a recycling of efforts is indicated. As assessment data are analyzed and evaluated, new or modified objectives may emerge or increased efforts may result in certain areas.

It is estimated that the cost of this statewide assessment program would be approximately $4 per pupil assessed annually.

Middle or Junior High School

The school organizational structure for preadolescents varies throughout the state. However, for purposes of this report, the middle school or junior high school includes grades seven through nine. In middle school or junior high school, the student begins to mature and assume more responsibility for self-development in the several academic desciplines, study skills, problem analysis, and problem-solving areas. He should be provided the opportunity to refine and perfect his basic skills (language arts, reading, mathematics, social studies, science, and others) and clarify and assimilate democratic attitudes and values. He should explore many academic and vocational areas and test his aptitude and skill in them. The student should be provided with an educational program which meets the unique needs of the early adolescent as he struggles to gain identity in an adult world and prepares for the next sequential phase of his growth and development.

Present Educational Services

The quality of the educational program offered at the middle school or junior high school level varies greatly throughout the state. Some children live in districts which have outstanding educational programs, while others live in districts which have only very meager educational programs.

At its best, the educational program is planned by educational specialists working as a team to provide for optimum educational growth of each child. It provides for the special needs of atypical children who are gifted or handicapped.

It meets the needs of the economically deprived and the socially maladjusted. It recognizes the learning style of each pupil and provides for individual differences. It takes into consideration the ability level, achievement level, interests, and concerns of each pupil in helping him to plan his learning activities. The libraries are accessible and well stocked. Learning laboratories in science, mathematics, social studies, language arts, art, and many other areas are well equipped, well stocked, and well used. Mechanically and electronically operated learning devices are available for individual and class use.

At its worst, the total educational program for a group of pupils is directed by one teacher in a single, poorly furnished classroom, with obsolete textbooks and few reference materials. The teacher, who may or may not be a well-trained and dedicated person, is denied the assistance of specialists and the tools to provide effective educational leadership to the children of this generation. Some districts have salary schedules which are competitive enough to employ the best teachers available, while the meager salary schedules in other districts are so low that they cannot attract good teachers. The wealth of information and understanding which can be obtained from well-stocked media centers with many books, charts, films, electronic devices, and other media is, for the most part, denied to them. They have no well-equipped laboratories to help them discover the mysteries of our world.

As of June 30, 1972, Missouri had 458 high school districts. Of this number, approximately 400 had departmentalized grades seven and eight. For the 1970-71 school year, there were 252,181 students enrolled in grades seven, eight and nine.

It has been estimated that although 94,0 children were provided some type of categori assistance in special education K-12, anoth 40,000 to 50,000 children were not provided the services.

No statewide testing program is provided required for middle school or junior high scho pupils in Missouri schools. Many local school tricts have comprehensive programs while othe have little or no organized testing programs. T State Department of Education owns a stock achievement and scholastic aptitude test bookle for grades seven to nine. These booklets are ava able to local school districts through an arrang ment with the University of Missouri at Columbi The University charges a small fee for servicin scoring and reporting.

Essential Educational Services

All children of middle school or junior hi school age should have acce to educational se vices which equal or exceed those described by t Missouri Classification and Accreditation Progra The most essential element in a good middle junior high school is a well-trained, dedicated, a effective staff. Classroom teachers need the ass tance of trained curriculum consultants and pe sonnel to perform tasks in such areas as guidan and counseling, media and library services, pup personnel services, and nursing services. Teach aides should be available to assist the teachers. Th size of classes should be small enough to facilita effective instruction.

The media center (or library) and instructio al laboratories should be well stocked with ma types of instructional media, books, periodica film loops, recordings, tapes, picture files, slide maps, and electronically and mechanically operat instructional devices.

The curriculum should provide for:

1. Social and academic readiness for the next phase of life or education;
2. Communication skills and understandings (reading, writing, spelling, listening, and speaking);
3. Computation skills and understandings;
4. Social skills and understandings;
5. Science understandings and applications;
6. Health, physical education, and recreation;
7. The humanities, art, music, and architecture;
8. Career education and prevocational training;
9. Environmental education; and
10. Basic economic education.

The program should be student-centered and flexible enough to accomodate maximum educational growth of each individual. It should help each child to:

1. Attain self-understanding;
2. Master the knowledge, skills, and attitudes essential to good human relations;
3. Recognize and deal with the problems of society, such as value conflicts, stress, role changes, accelerating social changes, and the like;
4. Develop meaningful designs for gaining, organizing, expanding, and interrelating knowledge; and
5. Learn by improving the quality of instruction offered them.

The middle school or junior high school must recognize a unique responsibility for assisting students to make a smooth transition from childhood to early adolescence, and to provide initial and exploratory experiences in many academic and vocational areas. It must assist the student to evaluate his interests, test his skills, determine his aptitudes, and help him to make rational decisions in planning his academic and vocational future.

Some of the techniques and programs which prove effective in accomplishing these purposes are:

1. Adequate staffing to permit released time for research and curriculum development;
2. Vitalize curriculum content;
3. Differentiated staffing and team teaching;
4. Adequate planning and evaluation time for teachers;
5. Teacher as facilitator and manager of learning and guide to students (not task master or tester);
6. Use of supervisors and teaching specialists;
7. Flexibility in scheduling (modular scheduling and the like);
8. Large open space instructional areas;
9. Special laboratory classrooms (social studies, mathematics, science, foreign languages, and the like);
10. Individualized, sequential learning progress plans;
11. Individually prescribed learning packages;
12. Smooth articulation between phases or levels of the educational program;
13. Pupil involvement in planning;
14. Clinical approach to solving learning problems (diagnosis, prescription, and evaluation);
15. Adequate evaluation techniques and changes on the basis of evaluation;
16. Balanced program of exploratory experiences, activities, and services.
17. Interdisciplinary approach to learning;
18. Small group guidance and independent study, and other activities which will lead to self-directed learning;
19. Exploratory experience through short courses and informal clubs; and
20. In-service training programs for teachers.

It is recognized that some educational problems are so prevalent and persistent that they re-

quire certain educational specialists and certain types of programs to cope with them. Pupil personnel specialists, such as guidance counselors, psychometrists, psychologists, social workers, home visitors, and others are required to identify problems, prescribe solutions, or make referrals.

Special educational programs must be provided to serve the unique needs of children who are gifted, handicapped, economically deprived, socially maladjusted, bilingual, and others.

Special programs or classes should be available to children who are emotionally disturbed and/or socially maladjusted, gifted, educable mentally retarded, blind or partially sighted, speech defective, deaf or hard of hearing, afflicted with learning disabilities or minimal brain dysfunction, orthopedically handicapped, and trainable.

Educational decision making requires data from several sources. The resources devoted to education in the state and in each school district as described in the Missouri State Department of Education classification program constitute an important source. To make wise educational decisions, data pertaining to the product or output of the school experience are also needed. A statewide assessment program related to state and local goals of education would provide, as a minimum, basic information to the State Department of Education for planning professional services, and it should supply the legislature and general public with readily interpretable information concerning the effectiveness of the educational program of the state as a whole.

An essential assessment program should provide statewide data by assessing a sample of students on progress toward all of the educational goals established by the State Department of Education.

Optimum Educational Services

Optimum educational services include all of those listed previously as "Essential Educational Services" plus those which equal or exceed those services described by the "AAA" standards of the Missouri Classification and Accreditation Program. Optimum educational services should be considered as long range objectives for all children and immediate objectives for children in those districts where they can be readily attained. Among the most significant services which should be taken into consideration in improving and expanding "Essential Educational Services" to make them "Optimum Educational Services" are:

1. A comprehensive evaluation program to determine the effectiveness of the educational program.
2. Supervisory and consultant services which improve and expand the learning opportunities for students.
3. An attractive salary schedule to induce competent people to become teachers and to continue to teach.
4. A summer school program which provides opportunities for students to supplement the regular school term program, additional educational experiences and courses, and vocational and avo cational potentialities.
5. Buildings, equipment and materials which facilitate effective learning opportunities for students.
6. Ample mechanically and electrically operated instructional aids, including educational television and cablevision.
7. Consultant service to encourage and assist teachers in providing the most effective instruction possible.

8. Well-trained teachers (50% having an appropriate advanced degree).
9. Sufficient teachers, assistant teachers, and clerks to serve the individual needs of each student (the total professional staff to pupil ratio in the school district not to exceed 1 to 18).
10. A school media center and learning resources and media for each classroom to provide each pupil with an expanded educational program.
11. Available pupil personnel services to insure that the needs of each student are adequately met.
12. A breadth and depth of curricular offerings to serve the needs of each pupil and the needs of the community.

An optimum program for comprehensive statewide assessment of elementary school students would include obtaining statewide data as described previously under essential services, plus additional assessment instruments related to local district educational goals and objectives. The data would permit each teacher and administrator to determine how nearly students are achieving in relation to the stated goals. Information thus obtained permits the student, with the help of the counselor, to evaluate his progress and make decisions for the future based on the data. A statewide assessment program should be supplemented with statewide samples and districtwide individual tests.

To assure that the statewide assessment can proceed in an orderly manner within the state, a systematic approach to assessment should contain the following phases: (1) Goal Development; (2) Objective Development; (3) Identification of Assessment Purposes; (4).Population to be Assessed; (5) Instrumentation; (6) Administration; (7) Scoring and Analysis; and, (8) Reporting and Utilization.

As in all systematic approaches in problem solving, a recycling of efforts is indicated. As assessment data are analyzed and evaluated, new or modified objectives may emerge or increased efforts may result in certain areas.

It is estimated that the cost of this statewide assessment program would be approximately $4 per pupil assessed annually.

The High School Program

The organizational structure for high schools varies throughout the state. However, for purposes of this report, high school includes grades 10 through 12. In high school, the student is stimulated to perfect his moral values and social competencies and to refine rational procedures as a contributing member of a complex society. He should become more proficient in utilizing the basic skills of learning in pursuit of a career and lifelong quest for knowledge. The high school student is entitled to an educational climate and program which assists him to become an informed citizen with independent convictions, definite life objectives, and prepares him for the next sequential phase in his growth and development (college, vocational training, job and the like).

Present Educational Services

There are great disparities in the quantity and quality of educational programs provided in the high schools of the state. In some high schools, all teachers have only a baccalaureate degree while in others three-fourths of the teachers have a master's degree or above. The curricular offerings vary from 25¾ units to more than 100 units of credit.

Some high schools provide limited general and college preparatory programs while others provide a comprehensive program including a wide range of vocational and technical training opportunities. School media centers (or libraries) and instructional laboratories range from a near non-existent status to those which are stocked and staffed to adequately serve student needs. Programs for the handicapped are not available in some schools while others are providing instruction appropriate to the mental and physical capabilities of all individuals. It has been estimated that although 94,000 children were provided some type of categorical assistance in special education K-12, another 40,000 to 50,000 children were not provided these services. Guidance and counseling services range from a non-structured effort with no specially trained personnel to well-planned programs providing the services of qualified guidance counselors, psychometrists, psychologists, social workers, and other pupil personnel specialists. Such inequities do not insure essential and defensible educational services for all youth with experiences which continuously increase the personal, social, and vocational competencies needed in our society.

As of June 30, 1972, Missouri had 458 high school districts representing various high school organizational patterns (i.e., grades 10-12,9-12,8-12, and 7-12). It should be noted that 147 elementary districts operated elementary school programs only and transported their high school students to other districts. For the 1970-71 school year there were 211,212 students in grades 10, 11, and 12.

There are about 250 individual high schools that offer four or more vocational programs in the local high school or in cooperation with area vocational schools. There are also about 250 high schools that offer three or fewer vocational programs and many of these schools have very limited offerings in the vocational area.

During 1970-71 there were 295,242 students in grades 9 through 12 and 98,547 were enrolled in vocational programs as shown below.

PART II – TABLE 2

Enrollment in Vocational Program, 1970-71

Agriculture	13,407
Business & Office	11,240
Distributive	6,071
Health	569
Consumer & Homemaking	51,998
Home Economics (Occupational)	1,408
Technical	583
Trade	12,460
Special Programs	811
TOTALS	98,547

This enrollment in vocational programs represents 33 percent of the total enrollment. The U.S. Office of Education has projected that 80 percent of the jobs in the 1980's will require less than a four-year college degree. Vocational education needs to be substantially expanded to meet the needs of high school youth.

The Missouri Statewide Testing Program is limited to the Ohio State University Psychological Examination, which is given in grade eleven or twelve. This test enables the student to learn more about his college aptitude or chances of success in college. Missouri colleges use the test results as one of the factors for granting college admission and for issuing financial awards to promising high school seniors.

In addition to the Ohio Test, the Vocational

Division of the State Department of Education provides the General Aptitude Test Battery for ninth or tenth grade public high school students. This test provides vocational aptitude scores and helps high school youths to plan their high school curriculum, particularly in the vocational area.

Many local school districts have comprehensive programs while others have little or no organized testing programs. The State Department of Education owns a stock of achievement and scholastic aptitude test booklets for grades 10 and 11. These booklets are available to local school districts through an arrangement with the University of Missouri at Columbia. The University charges a small fee for servicing, scoring, and reporting.

Essential Educational Services

All young people of high school age should have access to educational services which equal or exceed those described by the Missouri Classification and Accreditation Program. It is generally agreed that the teacher has more effect on student learning than any other ingredient in the high school educational process. He must understand youth, the educational process, and be well informed and skillful in the use of instructional materials. For effective instruction, the teacher needs the assistance of curriculum consultants and personnel to provide pupil personnel services (guidance counselors, psychometrists, psychologists, social workers, and others). He should also have the assistance of teacher aides to relieve him of non-professional tasks.

The media center (or library) and instructional laboratories should be well stocked with instructional equipment, materials, books, periodicals, tapes, museum pieces, and other necessary devices to facilitate effective learning.

The personnel, facilities, equipment and materials should provide an educational program which prepares the student for the next sequential step in his career development and meets his specific needs in keeping with his ability, achievement level, interests, concerns, and goals. It should include successful experiences in:

1. Communication skills
2. Computation skills
3. Social skills
4. Science understandings
5. Vocational-technical skills
6. Participating effectively in the democratic governmental process
7. Preparation for family living
8. Development of an appreciation for and the wise use of the physical world and man's technology
9. Development of physical and mental health
10. Development of a positive self-image
11. Development of understanding and appreciation for literature, music, and art
12. Basic economic education

To implement the program in a manner appropriate to the mental and physical capacities of all individuals will necessitate the provision of special classes or programs for some young people.

Special programs or classes should be available to students who are emotionally disturbed and/or socially maladjusted, gifted, educable mentally retarded, blind or partially sighted, speech defective, deaf or hard of hearing, affected with learning disabilities or minimal brain dysfunction, orthopedically handicapped and trainable.

Most young people must have supportive services available to make the educational program effective. The following services are essential:

School Media Centers and Services; Pupil Personnel Services; School Health Services; School Lunch Services; Transportation; and a well-rounded Activities Program. Adult education services should be provided by the School district.

Educational decision making requires data from several sources. The resources devoted to education in the state and in each school district, as described in the Missouri State Department of Education classification program, is one important source. To make wise educational decisions, data pertaining to the product or output of the school experience are also needed. A statewide assessment program related to state and local goals of education would provide, as a minimum, basic information to the State Department of Education for planning professional services, and it should supply the legislature and general public with readily interpretable information concerning the effectiveness of the educational program of the state as a whole.

An essential assessment program should provide statewide data by assessing a sample of students on progress toward all of the educational goals established by the State Department of Education.

Optimum Educational Services

Optimum educational services include those listed previously as "essential educational services" plus those which equal or exceed those services described by the "AAA" standards of the Missouri Classification and Accreditation Program. Optimum educational services should be considered as long-range objectives for all young people and immediate objectives for young people in those districts where they can be readily attained. Among the most significant services which should be taken into consideration in improving and expanding "Essential Educational Services" to make them "Optimum Educational Services" are:

1. A comprehensive evaluation program to determine the effectiveness of the educational program.
2. Supervisory and consultant services which improve and expand the learning opportunities for students.
3. An attractive salary schedule to induce competent people to become teachers and continue to teach.
4. A summer school program which provides opportunities for students to supplement the regular school term program, have additional educational experiences and courses, and develop vocational and avocational potentialities.
5. Buildings, equipment, and materials which facilitate the most effective learning opportunities for students.
6. Ample mechanically and electrically operated instructional aids, including educational television and cablevision.
7. Consultant service to encourage and assist teachers in providing the most effective instruction possible.
8. Teachers who are well trained (50% having an appropriate advanced degree).
9. Sufficient professional personnel to serve the individual needs of each student (the total professional staff to pupil ratio in the school district should not exceed 1 to 18).
10. A school media center and learning resources and media for each classroom to provide each pupil with an expanded educational program.

11. Available pupil personnel services to insure that the needs of each student are adequately met.
12. A breadth and depth of curricular offerings to serve the needs of each pupil and the needs of the community.
13. Time allotted for selected staff members to conduct research and develop curriculum.
14. A learning organization and process plan considering sequence and continuity of instruction, student needs assessment, objectives planned to meet needs, educational experiences provided to meet the objectives, and continued evaluation.

An optimum program for comprehensive statewide assessment of elementary school students would include obtaining statewide data as described previously under essential services, plus additional assessment instruments related to local district educational goals and objectives. The data would permit each teacher and administrator to determine how nearly students are achieving in relationship to the stated goals. Information thus obtained permits the student, with the help of the counselor, to evaluate his progress and make decisions for the future based on the data. A statewide assessment program should be supplemented with statewide samples and districtwide individual tests.

To assure that the statewide assessment can proceed in an orderly manner within the state, a systematic approach to assessment should contain the following phases: (1) Goal Development, (2) Objective Development, (3) Identification of Assessment Purposes, (4) Population to be Assessed (5) Instrumentation, (6) Administration, (7) Scoring and Analysis, (8) Reporting and Utilization.

As in all systematic approaches in problem solving, a recycling of efforts is indicated. As assessment data are analyzed and evaluated, new or modified objectives may emerge or increased efforts may result in certain areas.

It is estimated that the cost of this statewide assessment program would be approximately $4 per pupil assessed annually.

Community College

For purposes of this report, the community college is a two-year public educational institution with the primary purpose of serving post-high school people who live within commuting distance. It provides collegiate and non-collegiate level education in (1) courses in liberal arts and sciences, and general education; (2) adult education courses; (3) courses in occupational, semi-technical and technical fields leading directly to employment; and, (4) community services. Completion of the community college program may result in receiving diplomas, certificates, associate degrees, but not baccalaureate or higher degrees. Public junior colleges have been operating in Missouri as extensions of the high school since as early as 1914. Prior to 1961, however, course work was primarily limited to courses designed for transfer to four-year colleges, and students were provided with limited academic courses which were designed for transfer to four-year colleges.

In 1961, the State Legislature passed a new law which provides the legal framework for the present community college program in Missouri.

Under this law it became possible to form superimposed districts which encompass territory from two or more public school districts. State aid is provided and the State Department of Education is given the responsibility for providing leadership in establishing and improving educational services in community (junior college) districts.

These institutions are designed to provide a service unique in American education. They are not designed to develop into four-year colleges. Growth of each institution should be directed toward increasing the breadth of the two-year program.

Present Educational Services

Presently the total state system consists of twelve junior college districts with 16 campuses. (The junior college districts in the vicinity of Kansas City and St. Louis each operate three campuses.) Moberly and Trenton Junior Colleges are extensions of the K-12 public school system. The number of students served has increased from 6,787 in 1961 to approximately 40,000 students in 1971.

The enrollments, assessed valuation, and levy of each of the twelve districts in 1971 were as follows:

College District	Number Enrolled	Assessed Valuation	Levy
Crowder College, Neosho	590	$ 54,095,324	$ .50
East Central Junior College, Union	660	120,326,038	.40
Jefferson College, Hillsboro	2,194	178,700,491	.50
Metropolitan Junior College District, Kansas City	9,125	1,584,558,331	.30
Mineral Area College, Flat River	1,052	89,746,172	.67
Missouri Southern College, Joplin	1,934	164,800,000	.45
Missouri Western College, St. Joseph	2,012	178,100,000	.58
Moberly Junior College, Moberly	571	22,960,000	.36*
St. Louis Junior College District, St. Louis	19,563	4,459,815,905	.22
State Fair Community College, Sedalia	890	94,742,561	.40
Three Rivers Junior College, Poplar Bluff	922	85,000,000	.40
Trenton Junior College, Trenton	406	15,076,335	.30*

*K-14 systems — represent amount set aside for operation of junior college program.

The community college program is financed from three principal sources: (1) state aid; (2) local support; and, (3) student fees. In 1970-71, the approximate amount supplied from each source and the percentage of total support is shown in Table III.

PART II – TABLE 3

Sources of Community College Funds

Source	Total Amount*	Percentage of Expenditures
State Aid	9,029,469	28.59
Local Tax Support	12,205,594	38.65
Student Fees	7,640,592	24.19
Other Includes Federal Aid	2,705,426	8.57
TOTAL	$31,581,081	100.00

* Unrestricted and General Operating Funds

Inherent in the philosophy of the comprehensive community college is the concept of high quality education at a low cost to the student. This concept is extremely important in maintaining the "open door" so that all those who can benefit will have access to educational opportunity beyond high school. However, over the decade of the sixties, the cost of quality education has risen at an alarming rate. The increasing costs, coupled with a rather fixed income, has forced junior colleges to increase student fees from a statewide average of approximately $45 per semester in 1961 to $120 per semester in 1971. If this trend is allowed to continue, this "open door" will become the "closed door" for many economically disadvantaged youth and adults.

In 1970-71, there were 1,692 teachers serving 37,071 students. Of this number, 7 percent held the doctor's degree, 73 percent held the master's degree, 20 percent held the bachelor's degree. The average salary for a full-time faculty member was $9,495 in 1970-71.

Community colleges in Missouri have developed transfer programs (Studies show that junior college transfers do about as well as native students after transferring to four-year colleges and universities); vocational-technical education programs designed to prepare students for employment after the completion of one to two years of work (Currently the twelve junior college districts offer over 100 occupationally oriented programs to the residents of the districts.); general education programs; community services (These consist of short courses, workshops, seminars, in-plant training for employees, etc.); and guidance and counseling services.

Most of the twelve public community colleges are serving all youth and adults who are in their districts and can profit from the programs offered. However, most of the geographic area and almost half of the people of the state do not have access to community college services.

Essential Educational Services

Community college services should be made available to all citizens of the state by one of two methods: (1) Residing in a community college district; or (2) Requiring the payment of out-of-district tuition costs by public school districts which are not a part of a public community college district. Presently these services are available to approximately 50 percent of the high school graduates in the state. All youth and adults in the state should have the following post-high school pro-

grams and services available.

1. Occupational education
2. General education
3. Transfer or pre-professional education
4. Adult and continuing education
5. Community Service
6. The counseling and guidance of students for the constituents of the district. The appropriate extent should be clarified in detail through continuous studies and surveys to determine unmet educational needs in the area served.

To provide equitable community college services, the state should concern itself with the achievement of the following:

1. Increasing state support for the operational cost of community college education.

   Without increased state support, many of the community colleges will not be able to offer the kinds of programs and services which will meet individual and local needs as well as the manpower needs of the state and nation.

2. Providing state aid for capital outlay.

   If the state would provide 50 percent of the capital cost of the community college facilities, many additional community college districts would be established by local communities throughout the state.

3. Expanding programs and services to the adult population.

   Increased state support for operational cost would promote the expansion of this service.

4. Expanding and improving vocational and technical programs.

   As an immediate goal the vocational-technical educational programs should be expanded and improved so that they can serve approximately 50 percent of the total enrollment. Since vocational-technical programs are expensive, increased state aid will be necessary to the accomplishment of this goal.

Optimum Educational Services

All public school districts in the state should be included in a community college district providing comprehensive programs and services to all citizens who can profit from post-secondary education below the baccalaureate level.

Each community college district should offer a sufficient comprehensive program in each of five areas to meet needs of enrolled students. Credit courses offered within each program should meet prescribed quality standards and be approved by an appropriate accrediting or state agency. Quality programs should be maintained by each community college in the following curricular areas.

1. Occupational education
2. General education
3. Transfer or pre-professional
4. Adult and continuing education

5. Community service

In determining the curricular offerings of special programs and special services of the community college district, consideration should be given to the following needs of residents in the community college district.

1. First two years of college
2. Vocational education in semi-professional areas.
3. General education
4. Short courses for adults to meet specific needs in certain areas, such as income tax reporting, real estate selling, family food preparation, etc.
5. Enrichment and esthetic areas
6. Adult and leisure years fulfillment
7. Citizenship and literacy training

Adult Education

Organized and continuous learning experience should be provided for adults to meet the changes and challenges of our society. A set of facts is being rapidly supplanted by a more complete an extensive set. Obsolescence in skills is even more apparent. Technological changes require adults to continuously adapt to new methods of work and often to new vocations.

Twenty-five years ago almost no efforts were made in Missouri to provide planned educational opportunities for adults. Once a person had advanced through the sequential program of elementary, secondary, college or professional school, he was supposed to be educated and to become a member of the work force. From that point on, any effort to add to his knowledge was left to his individual initiative and capabilities. With the end of World War II, the rapid advance in science and technology and the resulting shifts from a rural society to a highly mobile industrial and urban society made the need for education and re-education of adults more apparent.

Present Educational Services

The 1970 census indicated that 64 percent of all Missourians over 25 years of age had not completed high school; 534,533 had less than an eighth grade education; and 185,833 had less than a fifth grade education.

In 1971-72, there were 13,982 adults in Missouri receiving training to help them attain eighth grade or twelfth grade equivalency. Many high schools provided a wide variety of educational courses in evening programs, and over 52,000 Missourians took advantage of their programs. The total enrollment in individual public school districts varied from 12 students to 7,751 students. The public community colleges and other public educational institutions also enroll substantial numbers of adults in adult education programs. However, many residents of Missouri do not reside in a school district offering adult education opportunities and do not have an opportunity to attend adult education classes.

The twelve public community colleges are rapidly expanding their adult and continuing education programs. Some offer a large number of adult courses in the districts they serve.

It is a stark reality that automation and machines are replacing unskilled manpower at an accelerating rate. To combat this problem, 2.5 percent of the state vocational funds were spent in 1971-72 for 7,381 adults participating in programs

operated by public school districts and public community colleges.

Essential Educational Services

Missouri can afford to do no less than educate all citizens to the highest level of which they are capable, regardless of place of residence or finances. Since no individual is ever fully educated, all must continue to learn, and adults learn best in organized instructional programs. The state should encourage the development of adult educational programs which will be continuous, state supported (to a much larger extent), and available to all who wish to participate.

Public schools and public community colleges (with other public education agencies) should coordinate their efforts to provide adults the following educational opportunities.

1. Adult education courses leading to graduation at the elementary or high school level. The latest information available indicates that there are over 1,800,000 adults in Missouri with less than a high school education. Therefore, every school should provide an opportunity for adults to return to school to complete their high school education or its equivalency.

2. Adult education courses which assist adults to improve their basic skills in reading, writing, speaking, listening, and arithmetic. In some areas of the state instruction should be provided to assist immigrants to prepare for naturalized citizenship and learn the English language.

3. Adult education courses in vocational and technical areas to assist adults to upgrade their proficiencies in present employment or prepare for a new occupation.

There is an imperative kinship between free men and free education. A nation that stakes its preservation upon the judgmental decisions of its people must provide them with an educational program designed to give them the knowledge and understanding necessary for such a role.

The responsibility of the adult as a citizen creates his most exacting role in our society. A person is a citizen before he is a worker, homemaker, or parent——and he is still a citizen after some of these other roles have been relinquished.

We live in a work-oriented culture. The place of occupational education in our scale of values has long been established. The old "night school," one of the earlier forms of public school adult education, carried a full schedule of vocational classes. The necessity for aiding adults to survive in the working world is as important today as ever. Indeed, the task is even more demanding in this era of automation. The worker in today's world may find his means of livelihood swept away overnight by a technological invention necessitating retraining in another skill. This creates a new demand in occupational education for a fluid, adjustable curriculum that can adapt itself to the swiftly-changing climate of technological change. Adult education must provide this type of educational service.

The strength of a nation stems from the quality of its family circle. A current slogan of the

community development advocates tells us that a better nation will emerge from the development of better communities. By the same logic, a better community will result when we improve the home and family life of its people. There are three areas of major significance in the field of home and family life education. This phase of the adult education program should be designed to create richer insights for the homemaker and parent in family relations, management of the physical environment of the family, and the utilization of local, state, and national resources.

Deep within each human breast lies the desire to become something better. This eternal quest for richer self-realization is a basic drive. Adult education provides the means for man to attain a greater measure of his potential as a human being. Education required to meet the self-enrichment needs of adults has many faces, for the need appears in many forms. It may emerge in a mother's wish for a class in oil painting, now that her children have left the nest and she has time to satisfy her latent longing. The labor leader, just elected head of his union, now finds he needs a course in public speaking.

It is estimated that the public schools and the public community colleges of Missouri would serve approximately 100,000 adults annually if state funds were available to finance most of the operational cost of the adult education courses mentioned earlier.

Additional state funds must be provided for adult education if the public schools and community colleges are to meet the adult education needs. A fairly adequate state reimbursement program for adult education could be provided by the following state aid formula: Reimbursement computed at $5 per student per day per full-time student. A full-time student is one attending six hours per day, 30 hours per week.

> Example: An adult class in communication skills offered for twelve weeks meeting one night per week for three hours per class with twelve students in attendance. Total classwork hours of instruction is 36 hours.
>
> 36 hours of instruction
> x12 students
> 432 contact hours with students
>
> 432÷ 6 full-time students per day
> 72 x $5 per student
> $360 reimbursement for class

To provide adult education for 100,000 adults averaging 36 hours instruction in classes of twelve students, the state funds would amount to $3,600,000.

Optimum Educational Services

All public school districts and public community colleges should provide comprehensive adult education programs and services. In addition to the "Essential Educational Services" described previously, the public schools, and public com-

munity colleges (with other public education agencies) should:

1. Provide an opportunity for adults without a diploma to return to school and complete their high school education or its equivalency at no cost to the individual,
2. Increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance into the world of work and re-entry into the educational system, and
3. Employ a part-time or full-time adult education coordinator who would be responsible for establishing an adult educational program which meets the needs of the adults in the community.

It is estimated that 200,000 adults would enroll annually in some phase of a comprehensive adult education program made available statewide at no cost to the individual. State reimbursement for adult education programs could be computed as by the formula shown under "Essential Educational Services" and would require $7,200,000 to provide adult education for 200,000 adults in the comprehensive program.

Community School Services

Community schools serve persons of all ages (children, youth, and adults). They provide opportunities for members of the community to plan together and use all available human and physical resources to develop their full potential. The curriculum and activities are evolved from the basic wants and needs of the people served. Community schools provide opportunities for people to pursue academic, social, physical, recreational, cultural, health, and vocational education programs. The community school involves the use of public school facilities for total community service at times when the facilities are available (after school, evenings, Saturdays, and vacations).

Present Educational Services

During 1971-72, there were ten community schools in St. Louis City, four in University City, and one each in Kirkwood, Normandy, Parkway, and Wellston school districts. For the most part, these programs receive very limited local public school funds, and their curricular offerings and services were quite limited.

Essential Educational Services

The school laws should permit and encourage (not require) the use of state and local funds and the use of public school buildings for community school services. Community school services should include tutoring of students, recreation for all ages, and adult education to meet the basic wants and needs of the people served. It should provide for academic instruction, cultural pursuits, recreational activities, physical development, vocational training, hobby development and the like;

Optimum Educational Services

Local school districts should, to the extent practical, sponsor community school services in school buildings where there is a sufficiently large group of patrons who want or need these services. State aid should be made available to finance the operational cost of the program.

RECOMMENDATIONS

The Committee approved the following seven ecommendations.

. Public school districts are encouraged to provide a voluntary early childhood education program, for three- and four-year old children and their parents, primarily functioning in the home with limited group activities in the school setting. State financial aid should be made available to school districts submitting proposals for early childhood education programs that are approved by the State Department of Education.

2. Every public school district should provide a comprehensive educational program from kindergarten through grade twelve which equals or exceeds the minimum accreditation standards of the State Department of Education.

3. Every public school district should provide youth access to a tuition-free vocational-technical program within commuting distance that will meet their needs and enable them to become gainfully employed.

4. A comprehensive assessment program should be developed and administered by the Missouri State Department of Education to provide statewide data pertaining to student progress toward educational goals.

5. Public Community college curricular offerings and services should be made available to all citizens of the state with minimum cost to the individual student.

6. All public school districts and public community colleges should coordinate their efforts and provide comprehensive adult education to meet the needs of the adults within their districts.

7. The school laws should permit the use of state and local funds and school districts are encouraged to provide the use of local school buildings for community school services (educational, cultural, and recreational) when facilities are available.

Part III

Report of

the Study Committee

on

School District Structures

Introduction

Where a child lives in the State of Missouri should have no effect on his access to equitable educational opportunities.

Statement of the Problem

The Committee charged with the responsibility of studying School District Structures quickly realized that this subject could not be studied in isolation. While a district furnishes the base in which a school operates, it cannot be organized and maintained without considering the influences of financial resources available, how funds are distributed to local districts, the educational programs to be offered, and the aspirations of the people. Consideration of the history of school district organization in the state indicated a proud record of accomplishment but also revealed that districts are not organized as static units in terms of theoretical ideal. Rather, school district structure is responsive to changing needs and conditions.

Even with the remarkable achievements which have been made in school district structure to serve changing educational needs in Missouri in recent years, there are still a number of pervasive and basic questions which need careful in-depth study. Examples of such questions are: Does the present pattern of school district organization assure equitable educational opportunities for all students in the state? Can all local school districts deliver the scope and quality of educational programs and services needed by children and youth today. Does the present district arrangement in Missouri provide for the most effective use of tax dollars? If these questions cannot be answered in the affirmative, the next questions logically follow. Are the present laws adequate for attaining satisfactory district structures in the foreseeable future or is additional legislation needed? Should the process for strengthening district organization involve a one-step approach or a short-range coupled with a longer-range approach? Finding appropriate answers to these questions presented a real challenge to the Study Committee on School District Structures.

Early in the Study, the Committee agreed that the following general statements should serve as a basis for its work. "The rapidly changing society in which we live has brought an unprecedented need for greater knowledge, skills, and understandings, by all citizens. The American way of life has been significantly modified within the past generation and there is growing evidence which points to even greater change within the lifetime of the generation now enrolled in our schools. The challenge, which must be met, is to develop and maintain a structure, or structures, for education which will assure access to equitable educational opportunities for youth and adults wherever they may live within the state and regardless of their socioeconomic status. It is essential that local school districts be organized and administered in such a way that high quality, comprehensive educational programs and services will be available to all of Missouri's youth. School district organization is a means to an end, not an objective in and of itself. It is a method of bringing human and material resources together is such a way that the educational needs of people can be met."

Membership of Study Committee

The membership of the Study Committee on District Structure included twenty-eight representatives from business, labor, industry, agriculture, education, and the General Assembly. Individuals comprising the Committee were widely distributed throughout the state.

Mr. Clayton Arnold
Student
El Dorado Springs, Missouri

Dr. Gale T. Bartow, Superintendent
Blue Springs R-IV School District
Blue Springs, Missouri

Dr. John Bearden, Superintendent
Camdenton R-III School District
Camdenton, Missouri

Representative Vernon Betz
Trenton, Missouri

Mr. John D. Buckner
High School Principal
St. Louis, Missouri

*Dr. James T. Castleberry, Superintendent
Neosho R-V School District
Neosho, Missouri

Representative Robert Devoy
Brookfield, Missouri

Mr. Hanford England, Superintendent
Couch R-I School District
Myrtle, Missouri

Mr. Alfred Fleischer
Businessman and Former Board Member
University City, Missouri

Senator Jack Gant
Independence, Missouri

Mrs. Vernon Langemach, Vice President
of the Missouri Congress of Parents and
and Teachers
St. Joseph, Missouri

Mrs. Martin Guinn
Elementary Teacher
Knox City, Missouri

Dr. Robert Hale, Superintendent
Maryville R-II School District
Maryville, Missouri

Mr. Garland Hamilton, Superintendent
Fredericktown R-I School District
Fredericktown, Missouri

*Dr. James E. Hart
Professor of Education and
Executive Secretary, Missouri
School Boards Association
Columbia, Missouri

Mr. C. R. Johnston, President
Missouri Farm Bureau Federation
Jefferson City, Missouri

Mr. Edison Kaderly
Attorney and University Regent
Lamar, Missouri

**Mr. H. Kenneth Kirchner
State Department of Education
Jefferson City, Missouri

Representative Frank L. Mickelson
Freeman, Missouri

Mr. Robert O. Pierce, President
Board of Education
Caruthersville, Missouri

Mr, Karl Rodgers
Labor Representative
Kansas City, Missouri

Dr. A. R. Schultz, President
Board of Education
Fordland, Missouri

*Mr. Randall W. Tedlock, Superintendent
Louisiana R-II School District
Louisiana, Missouri

Mrs. Glenn Moller
Former Board Member and
Teacher
St. Louis, Missouri

Mr. George R. Thompson
County Superintendent
Sedalia, Missouri

*Senator Nelson B. Tinnin
Hornersville, Missouri

Mr. Everett Whetstine
Farming and Former Board Member
Cabool , Missouri

Mr. James Wolfe
Owner and Publisher of Newspapers
Blue Springs, Missouri

*Member of the Steering Committee

**Chairman, Study Committee on District Structure

Study Procedures

The procedures followed by the Committee in making the study included a compilation and an analysis of pertinent information related to district organization in Missouri and other states. Much of the information which received in-depth study is reflected in the tables and maps reproduced herein. Informational sources are listed at the end of the report.

The Committee held six meetings in Jefferson City, one each in the months of April, May, June, July, August, and November. Each meeting was scheduled for a full-day work session except for the June and November meetings which covered two-day periods.

Prior to each meeting, the members of the Committee were supplied with an agenda, copies of pertinent material which would be considered, and copies of the minutes of the previous meeting. This enabled Committee members to do advance study before each committee session.

The first order of business at a meeting was to have a brief report from the Chairman of each of the three other major committees which were considering Educational Programs, Sources of Funds, and Distribution of Funds. This provided a means for coordinating the work of all the Committees involved in the State Finance Study.

The agenda for the meetings included presentation of individual reports on items; concepts and questions as requested; consideration of data, publications and other relevant material; reactions to questions and comments posed by individual members; and open discussion of issues and viewpoints.

In general, the study procedures were designed to enable the Committee to make determinations and conclusions in four major areas: (1) Where have we been in Missouri relative to district structure? (2) Where are we now? (3) Where do we want to go? and (4) How do we get there?

Where Have We Been in District Organization in Missouri

A Review of Significant Developments

Since the beginning of statehood, a period of over 150 years, Missourians have placed a high

priority upon an organized school system designed to meet the identifiable educational needs of the times. Our first Constitution provided that "schools and the means of education shall forever be encouraged in this state." Records indicate that some fifty public schools were in operation between 1821 and 1833. In 1833 the Governor established a commission to study the possibilities for establishing a free public school system for the state. This led to the enactment of the Geyer Act in 1839 which created the office of State Superintendent of schools, provided for a state university, and authorized the organization of townships for school purposes. Attendance units, called subdistricts, could be formed within each township. Legal authority for operating the schools fluctuated back and forth from township boards to subdistrict boards until 1875 when the small district became the established pattern for local school units for years to come. By 1900, a total of 10,499 separate districts had been formed in Missouri, with 343 of them offering work (high school courses) beyond the eighth grade. This was evidence of a real desire by the people for education.

The large number of small and relatively inadequate and inefficient districts, however, soon became a source of genuine concern for educators, legislators, and many other interested citizens. Since the turn of the century, efforts have been directed toward the merging of existing districts into enlarged districts with the necessary resources, both human and financial, to provide more comprehensive educational programs and services for the youth. Between 1900 and 1940 a number of major surveys and studies of public education were conducted in the state and all of them recommended the consolidation of districts into larger units for the purpose of strengthening and broadening educational opportunities. During that period, various laws were enacted, authorizing and establishing procedures for the merging of school districts. One of the major purposes of the 1931 school law revisions, for example, was to create enlarged school districts. However, these legislative enactments actually resulted in a stifling of district enlargement. With the provision of state aid to all districts for operational purposes, for payment of a part of the nonresident pupil tuition charges and pupil transportation costs, coupled with a guaranteed eight-month term of school, the state had practically eliminated the incentives for any restructuring of school district organization.

During the four decades from 1900 to 1940, with statutory authority for at least eight separate procedures for the merging of districts, the number of administrative school units in the state was reduced by only 1,838, from 10,499 to 8,661.

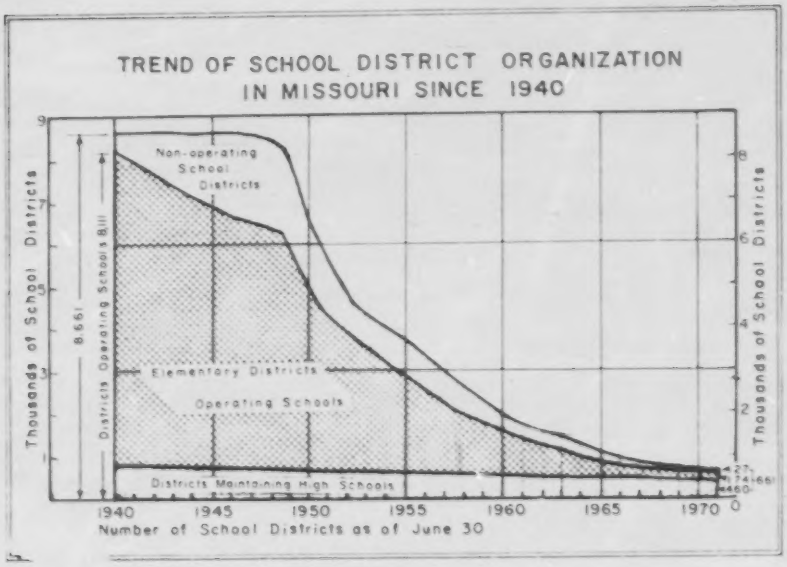
By 1945, there were 5,321 districts reporting fewer than 15 pupils in average daily attendance and 1,662 of these were not actually operating a school, but were transporting their pupils to neighboring schools. Of the 738 high schools in existence at that time, nearly one-half had fewer than

100 pupils enrolled grades 9 through 12.

Following the "Cooperative Study of Rural Life and Education," sponsored by the State Superintendent of Schools and "Educational Survey" by a joint Senate-House Committee authorized by the Legislature, the General Assembly, in April 1948, enacted the School District Reorganization Law which has served as the principal vehicle for the combination of districts since that time. This law directed County Boards of Education to submit at least two district reorganization plans to the State Board for approval and then to the voters for adoption. County Boards were further authorized to submit subsequent plans as "conditions may warrant." Largely as a result of this law, the number of school districts in Missouri has declined from 8,422 in 1948 to 605 as of June, 1972. (See Table No. 1) Most of this reduction occurred during the decade of the fifties.

The one-room rural schools have practically all been merged with larger administrative units but the relatively large number of six-director elementary (no high school) districts and high school districts with limited offerings and services present a real concern for meeting the educational needs of the 1970s.

PART III - Figure 1



PART III - TABLE 1

THE TREND IN THE TYPE AND NUMBER OF SCHOOL DISTRICTS
FROM JUNE 30, 1948 THROUGH JUNE 30, 1972

Type of District	Number 6-30-48	Number 6-30-68	Number 6-30-69	Number 6-30-70	Number 6-30-71	Number 6-30-72	Number Decreased
Three-director common							
Operating schools	5,449	95	82	64	51	30	
Non-operating schools	2,064	96	75	43	1	2	
Total	7,513	191	157	107	52	32	7,481
Six-director elementary							
City and town	144	16	15	14	14	13	
Consolidated	79	30	27	26	26	25	
Reorganized	None	78	79	78	78	77	
Total	223	124	121	118	118	115	108
Six-director high school*							
City and town	319	58	58	58	58	58	
Consolidated	367	35	33	32	32	32	
Reorganized	None	381	371	370	369	368	
Total	686	474	462	460	459	458	228
Total Districts	8,422	789	740	685	629	605	7,817

*Two exceptions - St. Louis City has twelve board members and Kansas City has nine.

SOURCE: Records in the State Department of Education

Recent evaluations of the educational process within the state, as made by the Governor's Conference on Education in 1966, the Vocational-Technical Education Study in 1965-66, the Governor's Conference on Education in 1968, the School District Reorganization Commission(created by the Legislature) in 1967-68, and the Great Plains School District Organization Project (four states, including Missouri) in 1967-68, have all pointed to the need for further strengthening of school districts. An improved district structure is a major prerequisite to providing equitable educational opportunities for Missouri's pupils.

In recognition of this fact, the State Board of Education, in July, 1971, adopted the following resolution:

> "That the State Department and Commissioner be instructed to study the broad question of school district organization and to bring to the Board as expeditiously as possible a recommendation as to what the State Board of Education can do to effectively bring about better organization throughout the State."

In December, 1971, the State Board of Education expanded the scope of the study authorized in the resolution cited above to include a statewide study of public school finance.

Where are we now in District Organization

Missouri has made marked progress, particularly during the past twenty-four years, in reducing the number of local school districts. The trend of merging districts into larger administrative units in order to meet the educational needs of youth in a more satisfactory manner is shown in Table 2.

Pertinent observations based on an examination of the data in Table 2 include:

1. The total number of districts in the state has declined substantially, dropping from 8,422 in 1948 to 605 in 1972.
2. The major thrust in the reduction of school districts occurred during the decade of the fifties. Between 1949 and 1959 the number of districts declined from 8,326 to 2,254, a 72 percent reduction.
3. The number of districts operating no school dropped from a peak of 2,123 in 1949 to 2 in 1972.
4. School districts operating only elementary schools have shown the greatest reduction over the past twenty-four years, from 5,669 to 145.
5. The decline in number of high school districts has been less pronounced. Since 1960, the number has been reduced by only 77 districts.

Compared With Other States

While major progress in the merging of school districts in Missouri is reflected in Table 2, it is of interest to compare the status of district organization in this state with that of other states. Table 3 sets out the number of districts in 1971 and the public school enrollment in 1970 for each state in the Nation. This information suggests the following conclusions.

1. Missouri ranks tenth in total school districts; only Michigan, Ohio, Oklahoma, Montana, New York, California, Illinois, Texas and Nebraska have more districts.

PART III - TABLE 2

NUMBER OF SCHOOL DISTRICTS IN MISSOURI, 1948-1972

School Year Ending June 30	School Districts			
	Total	Operating Elementary and High Schools	Operating Elementary Schools Only	Operating No School
1948	8,422	686	5,669	2,067
1949	8,326	677	5,526	2,123
1950	6,348	652	4,208	1,488
1951	5,790	629	3,835	1,3[illegible]
1952	4,573	609	3,046	918
1953	4,331	595	2,812	924
1954	4,022	586	2,499	937
1955	3,794	579	2,344	871
1956	3,431	574	2,001	856
1957	2,890	560	1,594	736
1958	2,629	563	1,396	680
1959	2,254	541	1,158	555
1960	1,921	535	959	427
1961	1,732	531	821	380
1962	1,633	526	731	376
1963	1,542	523	667	352
1964	1,310	512	426	372
1965	1,028	503	339	186
1966	909	489	282	138
1967	815	478	238	99
1968	786	474	218	94
1969	740	462	203	75
1970	685	460	182	43
1971	629	459	169	1
1972	605	458	145	2

SOURCE: Compiled from records at the State Department of Education

PART III - TABLE 3

NUMBER OF BASIC ADMINISTRATIVE UNITS, 1970-71*

1.	Hawaii	1
2.	Nevada	17
3.	Maryland	24
4.	Delaware	26
5.	Alaska	28
6.	Rhode Island	40
	Utah	40
8.	West Virginia	55
9.	Louisiana	66
10.	Florida	67
11.	New Mexico	89
12.	South Carolina	93
13.	Idaho	115
14.	Alabama	124
15.	Wyoming	131
16.	Virginia	134
17.	Tennessee	147
18.	Mississippi	150
19.	North Carolina	152
20.	New Hampshire	168
21.	Connecticut	169
22.	Colorado	181
23.	Georgia	190
24.	Kentucky	192
25.	Vermont	277
26.	South Dakota	286
27.	Maine	288
28.	Arizona	295
29.	Kansas	311
30.	Indiana	315
31.	Washington	321
32.	Oregon	350
33.	Arkansas	389
34.	North Dakota	411
35.	Massachusetts	416
36.	Iowa	454
37.	Wisconsin	455
38.	Minnesota	500
39.	Pennsylvania	597
40.	New Jersey	599
41.	Missouri	621
42.	Michigan	630
43.	Ohio	631
44.	Oklahoma	665
45.	Montana	744
46.	New York	760
47.	California	1,120
48.	Illinois	1,174
49.	Texas	1,187
50.	Nebraska	1,700
	UNITED STATES	17,896

Source: National Education Association, Research Division. *Estimates of School Statistics, 1970-71.* Research Report 1970-R15. Washington, D.C.: the Association, 1970. p. 26.

*Basic administrative unit: the local school district, the unit for the operation of elementary and secondary schools or for contracting for school services.

PUBLIC SCHOOL ENROLLMENT, FALL, 1970**

1.	California	4,702,000
2.	New York	3,477,016
3.	Texas	2,702,500
4.	Ohio	2,424,229
5.	Pennsylvania	2,358,100
6.	Illinois	2,351,813
7.	Michigan	2,180,699
8.	New Jersey	1,482,000
9.	Florida	1,427,896
10.	Indiana	1,231,500
11.	North Carolina	1,192,187
12.	Massachusetts	1,178,000
13.	Georgia	1,122,000
14.	Virginia	1,078,754
15.	Missouri	1,040,000
16.	Wisconsin	993,736
17.	Minnesota	930,500
18.	Maryland	910,494
19.	Tennessee	899,893
20.	Louisiana	842,365
21.	Washington	817,712
22.	Alabama	803,507
23.	Kentucky	711,000
24.	Iowa	663,269
25.	Connecticut	646,131
26.	South Carolina	646,100
27.	Oklahoma	640,000
28.	Colorado	550,060
29.	Mississippi	534,395
30.	Kansas	513,738
31.	Oregon	481,700
32.	Arkansas	463,320
33.	Arizona	438,000
34.	West Virginia	399,530
35.	Nebraska	329,000
36.	Utah	304,002
37.	New Mexico	285,156
38.	Maine	241,790
39.	Rhode Island	188,090
40.	Hawaii	184,000
41.	Idaho	182,333
42.	Montana	174,989
43.	South Dakota	166,300
44.	New Hampshire	158,756
45.	North Dakota	147,013
46.	Delaware	132,745
47.	Nevada	127,566
48.	Vermont	112,702
49.	Wyoming	86,886
50.	Alaska	78,614
	UNITED STATES	45,880,950

Source: National Education Association, Research Division. *Estimates of School Statistics, 1970-71.* Research Report 1970-R15. Washington, D.C.: the Association, 1970. p. 27.

**Fall enrollment: the count of the pupils registered in the fall of the school year, usually October; junior colleges are omitted.

2. Twelve states have fewer than 100 districts.
3. The average number of districts per state in the Nation is 358.
4. Missouri ranks 15th in public school enrollment.

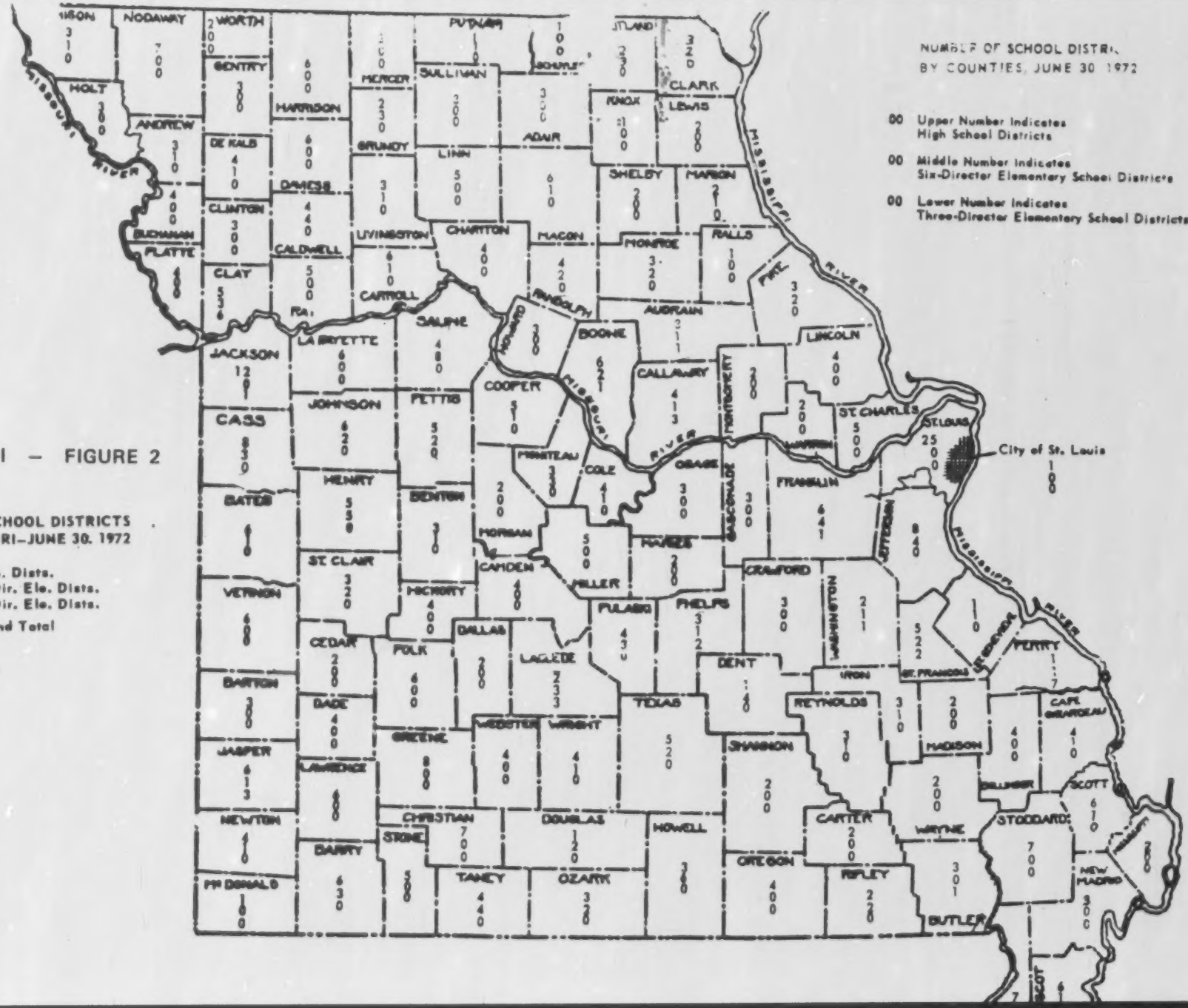
NOTE: Missouri has an area of 69,270 square miles; nineteen states are larger in size.

School Districts in Missouri

The 605 local school districts in the state as of June 30, 1972, can be divided into the following categories: three-director (32) and six-director elementary districts(115) which generally operate schools for pupils through the eighth grade and high school districts (458) which provide educational programs for both elementary and secondary pupils through the twelfth grade. Figure 2 shows the number of such districts in each of these categories, by county, at the end of the 1971-72 school year. The following facts are reflected by the data on this map.

1. The number of districts, per county, ranges from 1 to 25.
2. Four counties have only one school district.
3. Fourteen counties have two districts.
4. Twelve counties have three districts.
5. Fifty-seven counties contain high school districts only.
6. One hundred and one counties have no three-director elementary districts.
7. Fifty-four counties have from 1 to 8 six-director elementary districts.

The decrease in numbers of districts and the percentage of decrease, by counties, are reported in Table 4. During the twenty-five year period from 1947-1972, the number of districts has been reduced by 90 percent or more



PART III – FIGURE 2

TOTAL SCHOOL DISTRICTS IN MISSOURI–JUNE 30, 1972

458 – H. S. Dists.
115 – 6–Dir. Ele. Dists.
32 – 3–Dir. Ele. Dists.
605 – Grand Total

PART III - TABLE 4

TYPE AND NUMBER OF DISTRICTS, BY COUNTY
JULY 1, 1947 AND JUNE 30, 1972

County	Number of Districts 7-1-47	No. of Districts, June 30, 1972				No. Decreased	Percent Decreased
		Total	High School	6-Dir. Ele.	3-Dir. Common		
Adair	76	3	3	0	0	73	96
Andrew	72	4	3	1	0	68	94
Atchison	67	4	3	1	0	63	94
Audrain	86	5	3	1	1	81	94
Barry	97	9	6	3	0	88	91
Barton	93	3	3	0	0	90	97
Bates	111	7	6	1	0	104	94
Benton	90	4	3	1	0	86	96
Bollinger	86	4	4	0	0	82	95
Boone	84	9	6	2	1	75	89
Buchanan	62	4	4	0	0	58	94
Butler	68	4	3	0	1	64	94
Caldwell	66	8	4	4	0	58	88
Callaway	102	8	4	1	3	94	92
Camden	49	4	4	0	0	45	92
Cape Girardeau	75	5	4	1	0	70	93
Carroll	115	7	6	1	0	108	94
Carter	30	2	2	0	0	28	93
Cass	104	11	8	3	0	93	89
Cedar	76	2	2	0	0	74	97
Chariton	107	4	4	0	0	103	96
Christian	48	7	7	0	0	41	85
Clark	77	5	3	2	0	72	94
Clay	65	14	5	3	6	51	78
Clinton	54	3	3	0	0	51	94
Cole	46	5	4	1	0	41	89
Cooper	77	6	5	1	0	71	92
Crawford	86	3	3	0	0	83	97

PART III - TABLE 4 (Continued)

County	Number of Districts 7-1-47	No. of Districts, June 30, 1972				No. Decreased	Percent Decreased
		Total	High School	6-Dir. Ele.	3-Dir. Common		
Dade	69	4	4	0	0	65	94
Dallas	57	2	2	0	0	55	96
Daviess	85	6	6	0	0	79	93
DeKalb	80	5	4	1	0	75	94
Dent	77	5	1	4	0	72	94
Douglas	110	3	1	2	0	107	97
Dunklin	49	7	7	0	0	42	86
Franklin	111	11	6	4	1	100	90
Gasconade	62	3	3	0	0	59	95
Gentry	80	3	3	0	0	77	96
Greene	99	8	8	0	0	91	92
Grundy	75	5	2	3	0	70	93
Harrison	102	6	6	0	0	96	94
Henry	101	10	5	5	0	91	90
Hickory	43	4	4	0	0	39	91
Holt	56	3	3	0	0	53	95
Howard	52	3	3	0	0	49	94
Howell	110	9	3	6	0	101	92
Iron	42	4	3	1	0	38	90
Jackson	85	13	12	0	1	72	85
Jasper	112	10	6	1	3	102	91
Jefferson	59	12	8	4	0	47	80
Johnson	102	8	6	2	0	94	92
Knox	75	1	1	0	0	74	99
Laclede	87	8	2	3	3	79	91
Lafayette	90	6	6	0	0	84	93
Lawrence	93	6	6	0	0	87	94
Lewis	61	2	2	0	0	59	97
Lincoln	82	4	4	0	0	78	95
Linn	101	5	5	0	0	96	95
Livingston	81	4	3	1	0	77	95
McDonald	44	1	1	0	0	43	98
Macon	121	7	6	1	0	114	94
Madison	52	2	2	0	0	50	96
Maries	52	2	2	0	0	50	96

PART III - TABLE 4 (Continued)

County	Number of Districts 7-1-47	No. of Districts, June 30, 1972				No. Decreased	Percent Decreased
		Total	High School	6-Dir. Ele.	3-Dir. Common		
Marion	47	3	2	1	0	44	94
Mercer	78	3	3	0	0	75	96
Miller	70	5	5	0	0	65	93
Mississippi	41	2	2	0	0	39	95
Moniteau	76	6	3	3	0	70	92
Monroe	87	5	3	2	0	82	94
Montgomery	70	2	2	0	0	68	97
Morgan	69	2	2	0	0	67	97
New Madrid	37	3	3	0	0	34	92
Newton	73	5	4	1	0	68	93
Nodaway	131	7	7	0	0	124	95
Oregon	58	4	4	0	0	54	93
Osage	57	3	3	0	0	54	95
Ozark	83	5	3	2	0	78	94
Pemiscot	30	7	6	1	0	23	77
Perry	61	9	1	1	7	52	85
Pettis	80	7	5	2	0	73	91
Phelps	81	6	3	1	2	75	93
Pike	77	5	3	2	0	72	94
Platte	61	4	4	0	0	57	93
Polk	101	6	6	0	0	95	94
Pulaski	52	7	4	3	0	45	87
Putnam	83	2	1	1	0	81	98
Ralls	57	1	1	0	0	56	98
Randolph	59	6	4	2	0	53	90
Ray	79	5	5	0	0	74	94
Reynolds	51	4	3	1	0	47	92
Ripley	81	4	2	2	0	77	95
St. Charles	53	5	5	0	0	48	91
St. Clair	102	5	3	2	0	97	95
St. Francois	46	9	5	2	2	37	80
Ste. Genevieve	43	2	1	1	0	41	95
St. Louis	86	25	25	0	0	61	71
Saline	111	12	4	8	0	99	89
Schuyler	56	1	1	0	0	55	98

PART III - TABLE 4 (Continued)

County	Number of Districts 7-1-47	No. of Districts, June 30, 1972				No. Decreased	Percent Decreased
		Total	High School	6-Dir. Ele.	3-Dir. Common		
Scotland	65	5	2	3	0	60	92
Scott	42	7	6	1	0	35	83
Shannon	82	2	2	0	0	80	98
Shelby	73	2	2	0	0	71	97
Stoddard	92	7	7	0	0	85	92
Stone	44	5	5	0	0	39	89
Sullivan	106	3	3	0	0	103	97
Taney	65	8	4	4	0	57	88
Texas	126	7	5	2	0	119	94
Vernon	116	6	6	0	0	110	95
Warren	59	2	2	0	0	57	97
Washington	55	4	2	1	1	51	93
Wayne	64	2	2	0	0	62	97
Webster	73	4	4	0	0	69	95
Worth	51	2	2	0	0	49	96
Wright	91	5	4	1	0	86	95
City-St. Louis	1	1	1	0	0	0	0
Total	8558	605	458	115	32	7953	93

Trend in number of school districts:

Year	High School Districts	Elementary Six-Director	Elementary Three-Director	Total
1948	686	223	7513	8422
1972	458	115	32	605

SOURCE: Records in the State Department of Education

in 97 counties of the state. The total reduction from 8,558 to 605 represents a 93 percent decline.

Population Changes

The number and locations of persons must be a major consideration in planning and designing school district structure in a state. Significant increases or decreases in the population affect school enrollments and create administrative instructional, and financial problems for local districts. Missouri has experienced substantial population changes through the years.

Table 5 reflects increases and decreases in county populations, by decades, from 1920 through 1970. During this fifty-year period, 60 counties recorded their peak population in 1920. Only 29 counties recorded their highests population figures in 1970. The latest U. S. Census Report of 1970 showed that 49 counties had their lowest number of inhabitants in the past half-century. Figure Number 3 shows Missouri's Area and Population, by Counties.

Missouri has followed the national trend in the shifting of population from rural to urban areas. Up until the latter part of the 1920's, the larger portion of the state's population resided in areas defined by the U.S. Census Bureau as rural. Since that time, the shift from rural to urban has been continuous. In 1970, a total of 3,299,144 Missourians, an increase of 14 percent since 1960, resided in urban areas. Of the 4,677,983 people in the state, 70.2 percent are classified as urban residents and 29.8 percent as rural. Table 6 shows the Rural and Urban Trends in Missouri since 1870.

Birth Rate Trends

The number of live births recorded annually represents a significant factor in projecting school enrollments for the years ahead. Following World War II,

PART III - TABLE 5

POPULATION OF COUNTIES, 1920-1970

COUNTY	Population by Years					
	1920	1930	1940	1950	1960	1970
Adair	21,404	19,436**	20,246	19,689	20,105	22,472*
Andrew	14,075*	13,469	13,015	11,727	11,062**	11,913
Atchison	13,008	13,421*	12,897	11,127	9,213**	9,240
Audrain	20,589**	22,077	22,673	23,829	26,079*	25,362
Barry	23,473	22,803	23,546*	21,755	18,921**	19,597
Barton	16,879*	14,560	14,148	12,678	11,113	10,431**
Bates	23,933*	22,068	19,531	17,534	15,905	15,468**
Benton	12,989*	11,708	11,142	9,080	8,737**	9,695
Bollinger	13,909*	12,269	12,898	11,019	9,167	8,820**
Boone	29,672**	30,995	34,991	48,432	55,202	80,911*
Buchanan	93,684	98,633*	94,067	96,826	90,581	86,915**
Butler	24,108	23,697**	34,276	37,707*	34,656	33,529
Caldwell	13,849*	12,509	11,629	9,209	8,830	8,351**
Callaway	23,007	19,923**	23,094	23,316	23,858	25,850*
Camden	10,474	9,142	8,971	7,861**	9,116	13,315*
Cape Girardeau	29,839**	33,203	37,775	38,397	42,020	49,350*
Carroll	20,480*	19,940	17,814	15,589	13,847	12,565**
Carter	7,482*	5,503	6,226	4,777	3,973	3,878**
Cass	21,536	20,962	19,534	19,325**	29,702	39,448*
Cedar	13,933*	11,136	11,697	10,663	9,185**	9,424
Chariton	21,769*	19,588	18,084	14,944	12,720	11,084**
Christian	15,252*	13,169	13,538	12,412	12,359**	15,124
Clark	11,874*	10,254	10,166	9,003	8,725	8,260**
Clay	20,455**	26,811	30,417	45,221	87,474	123,322*
Clinton	14,461*	13,505	13,261	11,726	11,588**	12,462
Cole	24,680**	30,848	34,912	35,464	40,761	46,228*
Cooper	19,308	19,522*	18,075	16,608	15,448	14,732**
Crawford	12,355	11,287**	12,693	11,615	12,647	14,828*
Dade	14,173*	11,764	11,248	9,324	7,577	6,850**
Dallas	12,033*	10,541	11,523	10,392	9,314**	10,054
Daviess	16,641*	14,424	13,398	11,180	9,502	8,420**
DeKalb	11,694*	10,270	9,751	8,047	7,226**	7,305
Dent	12,318*	10,974	11,763	10,936	10,445**	11,457

PART III - TABLE 5 (Continued)

POPULATION OF COUNTIES, 1920-1970 (continued)

COUNTY	Population by Years					
	1920	1930	1940	1950	1960	1970
Douglas	15,436	13,959	15,600*	12,638	9,653	9,268**
Dunklin	32,773**	35,799	44,957	45,329*	39,139	33,742
Franklin	28,427**	30,519	33,868	36,046	44,566	55,116*
Gasconade	12,381*	12,172	12,414	12,342	12,195	11,878**
Gentry	15,634*	14,348	13,359	11,036	8,793	8,060**
Greene	68,698**	82,929	90,541	104,823	126,276	152,929*
Grundy	17,554*	16,135	15,716	13,220	12,220	11,819**
Harrison	19,719*	17,233	16,525	14,107	11,603	10,257**
Henry	25,116*	22,931	22,313	20,043	19,226	18,451**
Hickory	7,033*	6,430	6,506	5,387	4,516	4,481**
Holt	14,084*	12,720	12,476	9,833	7,885	6,654**
Howard	13,997*	13,490	13,026	11,857	10,859	10,561**
Howell	21,102	19,672**	22,270	22,725	22,027	23,521*
Iron	9,458	9,642	10,440*	9,458	8,041**	9,529
Jackson	367,846**	470,454	477,828	541,035	622,732	654,558*
Jasper	75,941	73,810**	78,705	79,106	78,863	79,852*
Jefferson	26,555**	27,563	32,023	38,007	66,377	105,248*
Johnson	24,899	22,413	21,617	20,716**	28,981	34,172*
Knox	10,783*	9,658	8,878	7,617	6,558	5,692**
Laclede	16,857	16,320**	18,718	19,010	18,991	19,944*
Lafayette	30,006*	29,259	27,856	25,272**	25,274	26,626
Lawrence	24,211	23,774	24,637*	23,420	23,260**	24,585
Lewis	13,465*	12,093	11,490	10,733**	10,984	10,993
Lincoln	15,956	13,929	14,395	13,478**	14,783	18,041*
Linn	24,778*	23,339	21,416	18,865	16,815	15,125**
Livingston	18,857*	18,615	18,000	16,532	15,771	15,368**
McDonald	14,690	13,936	15,749*	14,144	11,798**	12,357
Macon	27,518*	23,070	21,396	18,332	16,473	15,432**
Madison	10,721*	9,418	9,656	10,380	9,366	8,641**
Maries	9,500*	8,368	8,638	7,423	7,282	6,851**
Marion	30,226	33,493*	31,576	29,765	29,552	28,121**
Mercer	11,281*	9,350	8,766	7,235	5,750	4,910**

PART III - TABLE 5 (Continued)

POPULATION OF COUNTIES, 1920-1970 (continued)

COUNTY	Population by Years					
	1920	1930	1940	1950	1960	1970
Miller	15,567	16,728*	14,798	13,734**	13,800	15,026
Mississippi	12,860**	15,762	23,149*	22,551	20,695	16,647
Moniteau	13,532*	12,173	11,775	10,840	10,500**	10,742
Monroe	16,414*	13,466	13,195	11,314	10,688	9,542*
Montgomery	15,233*	13,011	12,442	11,555	11,097	11,000*
Morgan	12,015*	10,968	11,140	10,207	9,476**	10,068
New Madrid	25,180	30,262	39,787*	39,444	31,350	23,420*
Newton	24,886**	26,959	29,039	28,240	30,093	32,901*
Nodaway	27,741*	26,371	25,556	24,033	22,215**	22,467
Oregon	12,689	12,220	13,390*	11,978	9,845	9,180*
Osage	13,559*	12,462	12,375	11,301	10,867**	10,994
Ozark	11,125*	9,537	10,766	8,856	6,744	6,226*
Pemiscot	26,634	37,284	46,857*	45,624	38,095	26,373*
Perry	14,434	13,707**	15,358*	14,890	14,642	14,393
Pettis	35,813*	34,664	33,336	31,577**	35,120	34,137
Phelps	14,941**	15,308	17,437	21,504	25,396	29,481*
Pike	20,345*	18,001	18,327	16,844	16,706**	16,928
Platte	13,996	13,819**	13,862	14,973	23,350	32,081*
Polk	20,351*	17,803	17,400	16,062	13,753**	15,415
Pulaski	10,490	10,755	10,775	10,392**	46,567	53,781*
Putnam	13,115*	11,503	11,327	9,166	6,999	5,916**
Ralls	10,412	10,704*	10,040	8,686	8,078	7,764**
Randolph	27,633*	26,431	24,458	22,918	22,014**	22,434
Ray	20,508*	19,846	18,584	15,932**	16,075	17,599
Reynolds	10,106*	8,923	9,370	6,918	5,161**	6,106
Ripley	12,061	11,176	12,606*	11,414	9,096**	9,803
St. Charles	22,828**	24,354	25,562	29,834	52,970	92,954*
St. Clair	15,341*	13,289	13,146	10,482	8,421	7,667**
St. Francois	31,403**	35,832	35,950	35,276	36,516	36,818*
Ste. Genevieve	9,809**	10,097	10,905	11,237	12,116	12,867*
St. Louis	100,737**	211,593	274,230	406,349	703,532	951,353*
Saline	28,826	30,598*	29,416	26,694	25,148	24,633**

POPULATION OF COUNTIES, 1920-1970 (continued)

COUNTY	Population by Years					
	1920	1930	1940	1950	1960	1970
Schuyler	8,383*	6,951	6,627	5,760	5,052	4,665**
Scotland	10,700*	8,853	8,557	7,332	6,484	5,499**
Scott	23,409**	24,913	30,377	32,842	32,748	33,250*
Shannon	11,865*	10,894	11,831	8,377	7,087**	7,196
Shelby	13,617*	11,985	11,224	9,730	9,063	7,906**
Stoddard	29,755	27,452	33,009	33,463*	29,490	25,771**
Stone	11,941*	11,614	11,298	9,748	8,176**	9,921
Sullivan	17,781*	15,212	13,701	11,299	8,783	7,572**
Taney	8,178**	8,867	10,323	9,863	10,238	13,023*
Texas	20,548*	18,580	19,813	18,992	17,758**	18,320
Vernon	26,069*	25,031	25,586	22,685	20,540	19,065**
Warren	8,490	8,082	7,734	7,666**	8,750	9,699*
Washington	13,803**	14,450	17,492*	14,689	14,346	15,086
Wayne	13,012*	12,243	12,794	10,514	8,638	8,546**
Webster	16,609*	16,148	17,226	15,072	13,753**	15,562
Worth	7,642*	6,535	6,345	5,120	3,936	3,359**
Wright	17,733	16,741	17,967*	15,834	14,183	13,667**
City-St. Louis	772,897	821,960	816,048	856,796*	750,026	622,236**
Number of Counties Recording Their Peak Population	60	7	13	4	1	29
Number of Counties Recording Their Smallest Population	20	9	0	11	26	49

SOURCE: Compiled from United States Census Reports.

*Peak population during the 1920 to 1970 period.

**Smallest population during the 1920 to 1970 period.

PART III - FIGURE 3

Source: Official Manual of Missouri, 1971-72

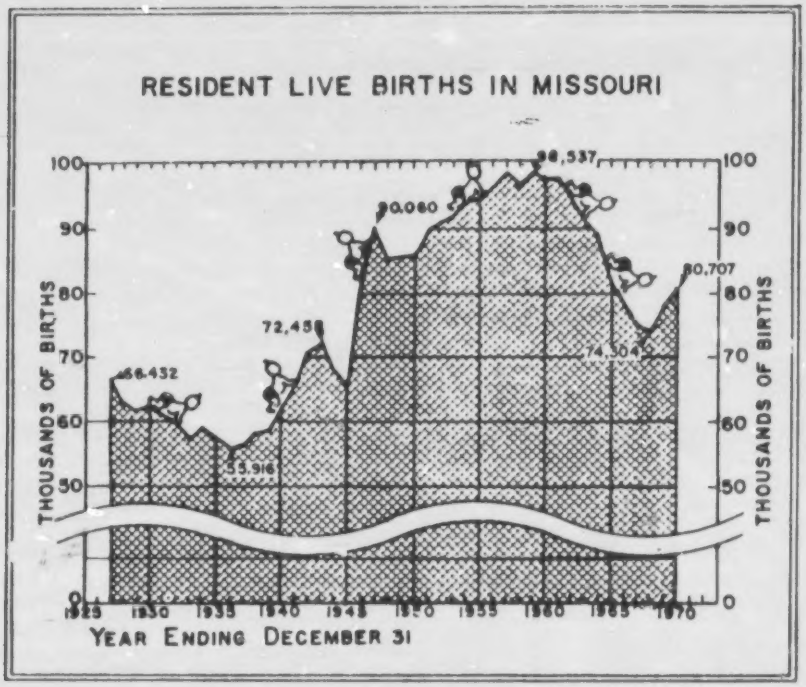
PART III - TABLE 6

RURAL AND URBAN POPULATION TRENDS IN MISSOURI
1870 - 1970

Year	Number			Percent Change		
	Total	Rural	Urban	Total	Rural	Urban
1870	1,721,295	1,721,295	429,587			
1880	2,168,380	1,622,387	545,993	26.0	25.6	27.1
1890	2,679,185	1,822,219	856,966	23.6	12.3	57.0
1900	3,106,665	1,978,561	1,128,104	16.0	8.6	31.6
1910	3,293,335	1,899,630	1,393,705	6.0	-4.0	23.5
1920	3,404,055	1,817,152	1,586,903	3.4	-4.3	13.9
1930	3,629,367	1,770,248	1,859,119	6.6	-2.6	17.2
1940	3,784,664	1,823,968	1,960,696	4.3	3.0	5.5
1950	3,954,653	1,769,351	2,185,302	4.5	-3.0	11.5
1960	4,319,813	1,443,256	2,876,557	9.2	-5.2	18.2
1970	4,677,983	1,398,839	3,299,144	8.3	-3.1	14.0

Source: United States Census Reports

PART III - FIGURE 4



LIVE BIRTHS IN MISSOURI—1927-1970

Year Ending December 31	Births	Year Ending December 31	Births
1927	66,432	1949	85,302
1928	66,339	1950	85,704
1929	61,192	1951	89,977
1930	62,164	1952	90,118
1931	60,734	1953	91,447
1932	59,949	1954	93,453
1933	57,277	1955	93,797
1934	59,165	1956	94,089
1935	57,399	1957	97,161
1936	55,916	1958	96,721
1937	58,517	1959	96,557
1938	58,038	1960	97,723
1939	58,280	1961	97,221
1940	61,479	1962	98,879
1941	65,218	1963	90,393
1942	70,711	1964	88,336
1943	72,458	1965	81,216
1944	67,960	1966	77,946
1945	66,669	1967	74,825
1946	80,684	1968	74,504
1947	90,060	1969	78,396
1948	85,268	1970	80,707
		1971 (Provisional)	78,161

Source: One Hundred Twenty-Second Annual Report of the Public Schools of the State of Missouri, 1971

birth rates in Missouri climbed rapidly from 65,659 recorded in 1945 to a peak of 98,537 in 1959. During the nine years following 1959, there was a general decline in the number of births. The year of 1969 saw a reverse of this downward trend and it is anticipated that some increases will be recorded in the seventies due to the greater number of females of childbearing age. Population studies indicate that in 1975 there will be 63 percent more females between the ages of 20 and 2[illegible] were in 1960. Figure 4 shows the Resident Live Births in Missouri from 1927 to 1970.

Enrollment in the Public Schools

A very important element in the structuring of school districts to meet changing conditions is the number of pupils to be served. School enrollments may be expected to follow the same general pattern as overall population trends. Effective educational planning requires careful study of enrollment figures-past, present, and projected.

Table 7, State Summary of Public School Enrollment since 1951, shows a fairly constant increase annually. However, projected enrollments made by the State Department of Education reflect slight decreases through 1976 with another upturn in the latter years of this decade.

Enrollment data for the state as a whole are important in determining state financial support for schools but from the standpoint of effective and efficient local district structure, pupil enrollments on a district basis have major significance. Table 8 provides information on the number of school districts by enrollment range in grades K through 12. It can be observed from this table that 50.2 percent of the districts in the state enroll fewer than 500 pupils in the total school system. Approximately one-fifth of the districts enroll fewer than 100 pupils and 13.2 percent maintain schools for fewer than 50 enrollees.

PART III - TABLE 7

STATE SUMMARY OF PUBLIC SCHOOL ENROLLMENT SINCE 1951

School Year	Elementary Districts	Districts Maintaining High Schools		Total	Percent of Increase
		Elementary	High School		
1951	117,094	398,855	150,212	666,161	
1952	98,169	424,506	150,408	673,083	1.0
1953	95,530	441,299	151,288	688,117	2.2
1954	88,115	460,737	154,815	703,667	2.3
1955	84,621	479,150	160,968	724,739	3.0
1956	82,069	492,658	167,729	742,456	2.4
1957	69,952	511,885	175,758	757,595	2.0
1958	63,602	527,680	187,225	778,507	2.8
1959	59,157	551,209	194,850	805,216	3.4
1960	51,721	573,023	195,980	820,724	1.9
1961	47,584	587,548	203,073	838,205	2.1
1962	43,919	597,207	216,494	857,620	2.3
1963	39,610	620,520	228,219	888,349	3.6
1964	36,059	640,392	245,576	922,027	3.8
1965	28,882	660,406	254,081	943,369	2.3
1966	26,147	692,367	257,317	975,831	3.4
1967	22,318	719,344	260,877	1,002,539	2.7
1968	21,011	741,096	268,903	1,031,010	2.8
1969	21,605	763,013	277,028	1,061,646	3.0
1970	20,122	772,068	286,157	1,078,347	1.6
1971	19,598	768,871	296,364	1,084,833	.6

Source: Annual Reports of the Public Schools of Missouri

PART III - TABLE 8

MISSOURI SCHOOL DISTRICTS (1970-71)

Number of Districts by Enrollment Range (Grades K-12)

Enrollment Range	Number of Districts	Cumulative Total	Percentage of Districts	Cumulative Percentage
1 - 49	88	88	13.2	13.2
50 - 99	44	132	6.6	19.8
100 - 249	96	228	14.4	34.2
250 - 499	107	335	16.0	50.2
500 - 999	133	468	19.9	70.1
1,000 - 1,499	59	527	8.9	79.0
1,500 - 1,999	38	565	5.7	84.7
2,000 - 2,499	19	584	2.9	87.6
2,500 - 2,999	17	601	2.6	90.2
3,000 - 3,499	12	613	1.8	92.0
3,500 - 4,499	8	621	1.2	93.2
4,500 - 5,499	8	629	1.2	94.4
5,500 - 6,499	9	638	1.4	95.8
6,500 - 9,999	9	647	1.4	97.2
10,000 - 14,999	7	654	1.1	98.3
15,000 - 19,999	4	658	.6	98.9
20,000 - 25,999	5	663	.8	99.7
26,000 - 115,000	2	665	.3	100.0

SOURCE: Records in the State Department of Education

The diversity of curriculum offerings and educational services provided in the high schools of the state are frequently restricted by the size of the enrollments. Table 9 shows the Enrollment Range in Grades 9 through 12, in the high school districts of the state. In 1971, only one-fourth of the districts enrolled more than 500 pupils in the high school; 51.5 percent enrolled fewer than 250; and 15.4 percent, 71 districts, maintained high schools with fewer than 100 pupils.

Size, in terms of pupils, population, or area, has relevance to school district organization only to the extent that it makes possible the provision of needed programs and services for the citizenry at a desirable level of quality and with economy of operation.

Scope of Educational Programs

Any study of the present school district structure in Missouri must give attention to the educational programs which are available to the youth. The scope of an educational program is usually described by the number of subjects or courses offered. Table 10 gives a State Summary of High School Districts, by County, showing the range in course offerings for the school year 1970-71.

It can be noted from this table that of the 460 high school districts in the state, 151 offer fewer than 40 units or courses in grades 9 through 12; 147 offer between 40 or 60 units; and 162 offer more than 60 units of credit.

A careful analysis of high school programs in school districts with limited curricular offerings reveals an emphasis on college preparatory courses but very little or no instruction in vocational-technical subjects or special education for the handicapped.

Table 11 sets out a number of facts related to school districts and classroom teachers and further points up the differences in scope and quality of educational opportunities provided throughout the state. Pertinent observations from these data are as follows.

1. The 460 high school districts in the state were classified by the State Department of Education in 1970-71 as follows:

PART III - TABLE 9

HIGH SCHOOL DISTRICTS IN MISSOURI (1970-71)

Number of Districts by Enrollment Range (Grades 9-12)

High School Enrollment Range	Number of Districts	Cumulative Total	Percentage of Districts	Cumulative Percentage
1 - 49	10	10	2.1	2.1
50 - 99	61	71	13.3	15.4
100 - 249	166	237	36.1	51.5
250 - 499	109	346	23.7	75.2
500 - 999	60	406	13.0	88.2
1,000 - 1,499	18	424	3.9	92.1
1,500 - 1,999	8	432	1.7	93.8
2,000 - 2,249	4	436	.9	94.7
2,250 - 2,499	3	439	.7	95.4
2,500 - 2,749	1	440	.2	95.6
2,750 - 2,999	1	441	.2	95.8
3,000 - 3,249	5	446	1.1	96.9
3,250 - 3,499	1	447	.2	97.1
3,500 - 4,499	3	450	.7	97.8
4,500 - 5,499	3	453	.7	98.5
5,500 - 6,499	3	456	.7	99.2
6,500 - 7,499	2	458	.4	99.6
Over 7,500	2	460	.4	100.0

SOURCE: Records in the State Department of Education

PART III - TABLE 10

STATE SUMMARY OF HIGH SCHOOL DISTRICTS, BY COUNTY

Showing Range in Number of Approved Courses Offered (1970-71)

County	Total No. of H.S. Districts	No. of Districts by Course Offering Range		
		Less Than 40 Units	Between 40-60 Units	More Than 60 Uni
Adair	3	1	1	1
Andrew	3	1	1	1
Atchison	3	1	2	0
Audrain	3	0	0	3
Barry	6	3	1	2
Barton	3	1	1	1
Bates	6	3	3	0
Benton	3	1	2	0
Bollinger	4	3	1	0
Boone	6	1	4	1
Buchanan	4	3	0	1
Butler	3	0	1	2
Caldwell	4	2	2	0
Callaway	4	1	1	2
Camden	4	2	1	1
Cape Girardeau	4	2	0	2
Carroll	6	3	3	0
Carter	2	1	1	0
Cass	8	3	1	4
Cedar	2	0	1	1
Chariton	4	0	4	0
Christian	7	5	0	2
Clark	3	2	0	1
Clay	5	0	2	3
Clinton	3	0	3	0
Cole	4	1	2	1
Cooper	5	3	1	1
Crawford	3	0	0	3
Dade	4	2	2	0
Dallas	2	1	0	1
Daviess	6	5	1	0
DeKalb	4	3	1	0
Dent	1	0	1	0
Douglas	1	0	0	1

PART III - TABLE 10 (Continued)

County	Total No. of H.S. Districts	No. of Districts by Course Offering Range		
		Less Than 40 Units	Between 40-60 Units	More Than 60 Units
Dunklin	7	0	3	4
Franklin	6	1	1	4
Gasconade	3	1	1	1
Gentry	3	1	2	0
Greene	8	1	3	4
Grundy	2	1	0	1
Harrison	6	4	1	1
Henry	5	3	0	2
Hickory	4	4	0	0
Holt	3	2	1	0
Howard	3	0	3	0
Howell	3	0	0	3
Iron	3	1	2	0
Jackson	12	1	1	10
Jasper	6	0	2	4
Jefferson	8	0	0	8
Johnson	6	3	2	1
Knox	1	0	1	0
Laclede	2	0	0	2
Lafayette	6	1	2	3
Lawrence	6	0	4	2
Lewis	2	0	2	0
Lincoln	4	1	2	1
Linn	5	1	2	2
Livingston	3	2	0	1
McDonald	1	0	0	1
Macon	6	4	1	1
Madison	2	1	0	1
Maries	2	0	2	0
Marion	3	1	0	2
Mercer	3	2	1	0
Miller	5	2	2	1
Mississippi	2	0	0	2
Moniteau	3	1	2	0
Monroe	3	1	1	1
Montgomery	2	0	1	1

PART III - TABLE 10 (Continued)

County	Total No. of H.S. Districts	No. of Districts by Course Offering Range		
		Less Than 40 Units	Between 40-60 Units	More Than 60 Units
Morgan	2	0	2	0
New Madrid	3	1	0	2
Newton	4	0	1	3
Nodaway	7	2	4	1
Oregon	4	3	1	0
Osage	3	1	1	1
Ozark	3	2	1	0
Pemiscot	6	1	3	2
Perry	1	0	0	1
Pettis	5	4	0	1
Phelps	3	0	1	2
Pike	3	0	1	2
Platte	4	0	3	1
Polk	6	5	0	1
Pulaski	4	1	2	1
Putnam	1	0	1	0
Ralls	1	0	0	1
Randolph	4	1	2	1
Ray	5	2	1	2
Reynolds	3	1	2	0
Ripley	2	1	0	1
St. Charles	5	0	1	4
St. Clair	3	2	1	0
St. Francois	5	0	1	4
Ste. Genevieve	1	0	0	1
St. Louis	26*	1	4	21
Saline	4	1	1	2
Schuyler	1	0	0	1
Scotland	2	1	1	0
Scott	6	3	2	1
Shannon	2	2	0	0
Shelby	2	0	2	0
Stoddard	7	2	4	1
Stone	5	4	1	0
Sullivan	3	1	2	0
Taney	4	2	2	0
Texas	5	0	4	1

*Includes Special District for vocational and special education.

PART III - TABLE 10 (Continued)

County	Total No. of H.S. Districts	No. of Districts by Course Offering Range		
		Less Than 40 Units	Between 40-60 Units	More Than 60 Units
Vernon	6	5	0	1
Warren	2	0	2	0
Washington	2	1	0	1
Wayne	2	1	1	0
Webster	4	2	1	1
Worth	2	2	0	0
Wright	4	2	1	1
St. Louis City	1	0	0	1
	460	151	147	162

SOURCE: Compiled from records in the State Department of Education

PART III - TABLE 11

DISTRICT AND CLASSROOM TEACHER DATA FOR MISSOURI PUBLIC SCHOOLS--1970-71

Type of District	Classification	Number of Districts	Assessed Valuation*	Resident ADA	Enrollment	Wealth Per ADA	Current Expenditures Per ADA	**Number of Teachers		**Average College Hours		**Average Annual Salary	
								Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Three-Director Elementary	#	83	$ 78,695,000	2,571	3,133		$520.21	134		100.3		$5,322	
Six-Director Elementary	##	118	174,181,250	13,827	16,465	$12,597	588.64	618		125.6		5,989	
Districts Maintaining High Schools	AAA	134	7,925,737,798	695,567	827,214	11,395	764.38	24,232	10,615	148.7	158.8	8,606	$9,364
	AA	91	811,818,299	96,004	112,335	8,456	654.17	2,957	1,889	142.3	149.8	6,932	7,159
	A	229	921,394,098	107,339	124,317	8,584	650.48	3,004	2,628	137.1	144.8	6,202	6,528
	U	6	7,270,874	1,189	1,369	6,113	683.05	31	36	129.7	143.2	5,482	6,015
Total High School Districts		460	9,666,221,069	900,099	1,065,235	10,739	738.94	30,224	15,168	146.9	155.2	8,200	8,590
Total State		661	$9,919,097,319	916,497	1,084,833	$10,823	$736.05	30,976	15,168	146.3	55.2	$8,144	$8,590

* Does not include Railroad and Utility Valuation of $1,292,818,490

** Administrators excluded

\# Three-Director Districts
AAA - 5
AA - 4
A - 4
U - 47
Closed - 23

Six-Director Elementary Districts
AAA - 15
AA - 7
A - 37
U - 59

SOURCE: Compiled from records in the State Department of Education

134-AAA; 91-AA; 229-A; and 6 Unclassified.

2. Of the 1,084,833 pupils enrolled in school, 827,214 were in school districts maintaining AAA programs and 112,335 were in districts classified as AA.

3. The average cost per pupil was higher in the unclassified districts than in either the A or AA districts.

4. The best trained teachers, based on average number of college hours, were located in the AAA districts. They were also the best paid.

5. Teachers in the elementary districts, on the average, had less training and received less pay than elementary teachers in high school districts.

6. Elementary districts had a greater assessed valuation per pupil but expended less per pupil than did high school districts.

Inequities Do Exist in Missouri

The following series of maps, showing a variety of data, are included in this report to provide information on the status of district organization in Missouri and to portray the inequities which exist within and among the various sections of the state. Figure Number 5 gives selected statistical data for each of the eleven State Department of Education Supervisory Areas. Figures 5 through 15 show similar information, by counties, in the eleven areas. The selected data reported on these maps provide a basis for the following comparisons by county and supervisory area related to number of school districts, low and high tax-levies, current disbursements, average daily attendance (ADA), current disbursements per pupil in average daily attendance, assessed valuation, assessed valuation per pupil in average daily attendance, and lowest and highest number of high school credits offered by high schools within each supervisory area and within each county.

The total assessed valuation for the state in 1970-71, excluding state-assessed railroad and utility valuations, was $9,919,097,319. The total average daily attendance in the public schools for the same year was 916,496.94. These figures

reflect a statewide average of $10,822.62 in assessed valuation per pupil in ADA. Each of the school districts represented in 9 of the 11 State Department of Education Supervisory Areas has, on the average, a smaller tax base per pupil than the Statewide figure. The range in assessed valuation per pupil, by Supervisory Areas as shown on the following page, is from $6,965 to $14,061.

The State average expenditure per pupil in daily attendance in 1970-71, excluding disbursements for capital outlay, debt service, food service, community services, and student body activities was $736.05. Average tax rates for the same year, by types of districts, were: high school districts, $3.65; six-director elementary districts, $3.19; and three-director elementary districts, $2.74.

The following tabulation of pertinent data from Figure 5 shows clearly the differentials which exist throughout the state, by Department of Education Supervisory Areas, relative to important elements in the provision of public elementary and secondary education. The figures for each Area may also be compared with the statewide averages noted above.

PART III Table 12

Dept of Educ. Supervisory Area*	No. of Districts	Av. Valuation per Pupil	Av. Expend. per Pupil	Tax Levies High - Low	H. S. Units Offered High - Low
A	44	$14,061	$845.11	$5.57--2.86	148 - 39 1/2
B	42	10,322	728.66	5.75-- .20	137 1/2 - 34 1/4
C	59	7,892	616.09	3.90--2.00	162 3/4 - 24 1/2
D	63	7,024	681.00	4.40--1.50	138 3/4 - 30 1/4
E	64	9,364	650.35	5.00--1.50	122 - 26 1/4
F	55	8,065	632.94	4.83--2.35	133 3/4 - 27 1/2
G	84	7,953	620.10	5.96-- .65	74 1/4 - 25 1/4
H	53	10,112	678.69	4.30--1.00	133 1/2 - 24 1/2
I	72	6,965	607.87	5.25--1.00	125 1/2 - 28
J	65	10,214	707.98	4.80--2.00	110 - 26 1/2
K	61	12,985	741.54	4.80--2.15	102 - 25

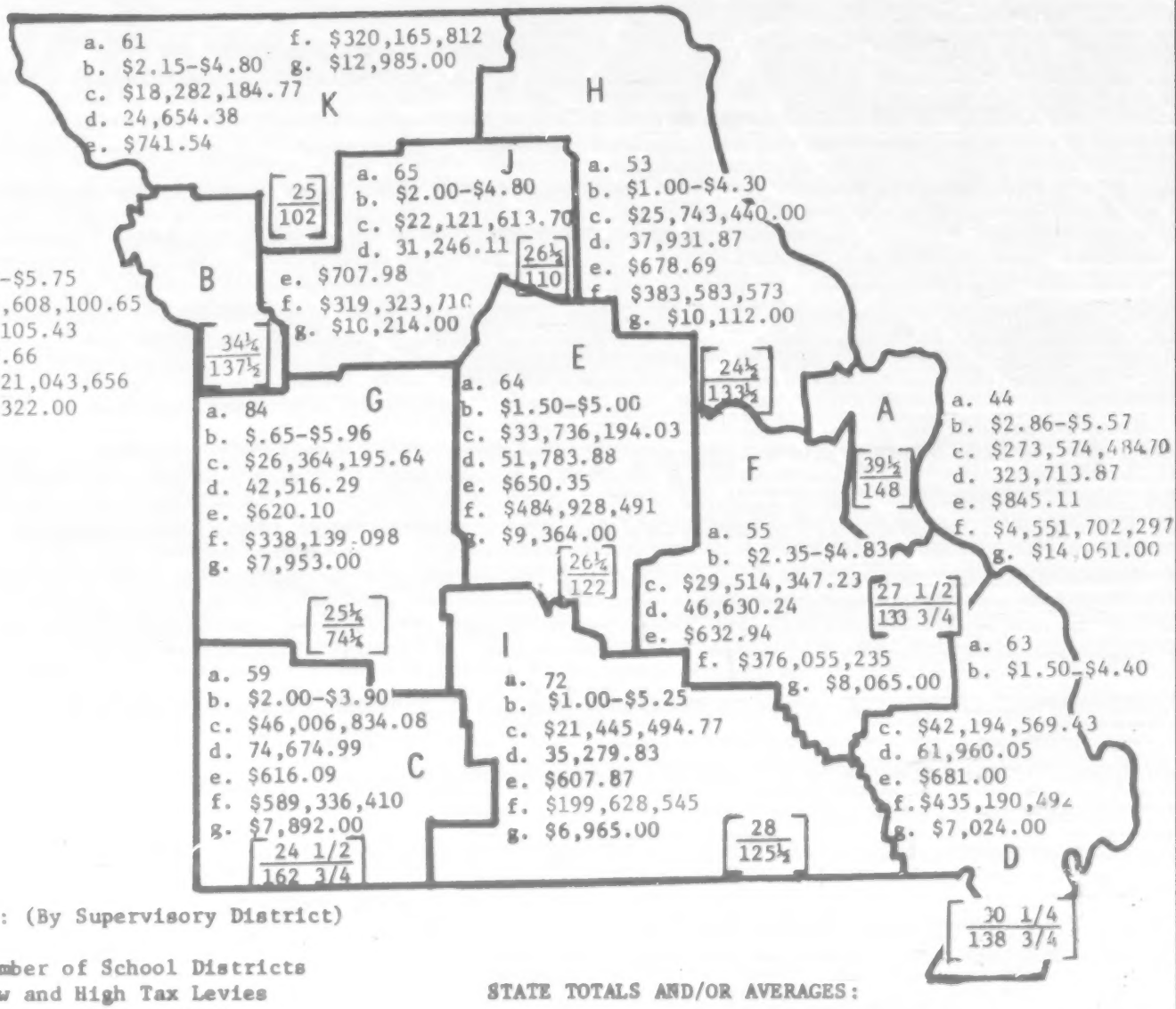
*Counties included in the Supervisory Areas shown in Figures 6 through 16.

The inequities in financial ability, expenditures per pupil, and local tax effort for education, among school districts in the 114 counties of the state, are even more sharply focused by the information presented on Figures 5 through 15. For example, it can be noted that the assessed valuation in local districts ranges from $2,603 to $49,476 per pupil; current expenditures, from $460 to $1,960 per pupil; and tax rates, from $0.20 to $5.75 on the one hundred dollars assessed valuation.

The range in approved high school courses offered by school districts in 1970-71, from 24½ to 162¾, further emphasizes the inequities in educational opportunities which currently exist for the youth of the state.

PART III - FIGURE 5

MISSOURI PUBLIC SCHOOLS
SELECTED STATISTICAL DATA
(SCHOOL YEAR 1970-71)
BY
SUPERVISORY DISTRICTS



END: (By Supervisory District)

Number of School Districts
Low and High Tax Levies
Current Disbursements
Average Daily Attendance (ADA)
Current Disbursements Per ADA
Assessed Valuation
Assessed Valuation Per ADA
Bracketed figures indicate low and high number of high school credits offered within each district.

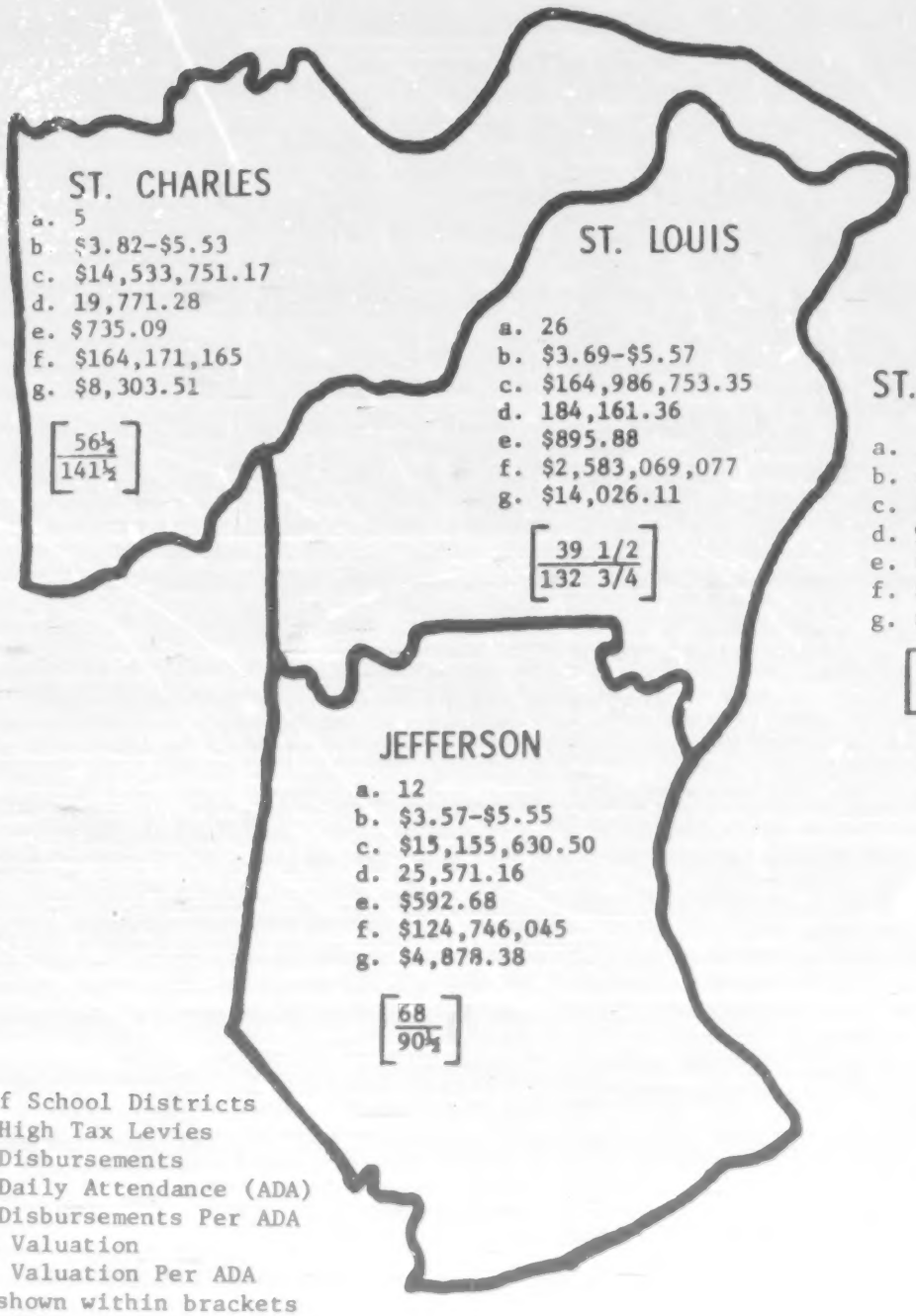
STATE TOTALS AND/OR AVERAGES:

Total Current Disbursements	$ 674,591,459.00
Average Daily Attendance	916,496.94
Current Disbursements Per ADA	$736.05
Total Assessed Valuation .....*	$9,919,097,319.00
Assessed Valuation Per ADA	$10,822.62

*Does Not Include Railroad and Utility Valuation

PART III - FIGURE 6

MISSOURI PUBLIC SCHOOLS
SELECTED STATISTICAL DATA
(SCHOOL YEAR 1970-71)
SUPERVISORY DISTRICT "A"



LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA
[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III - FIGURE 7

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "B"

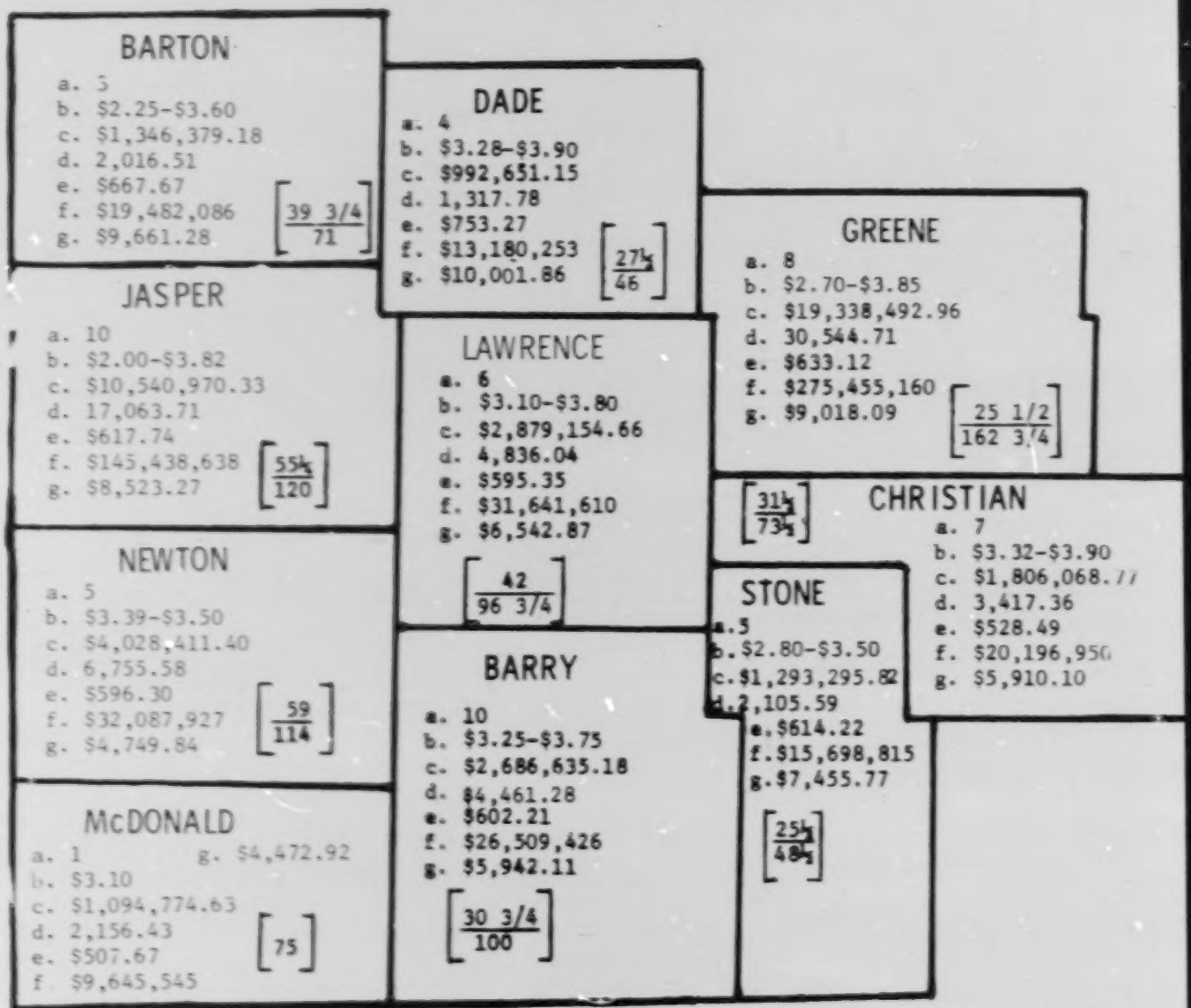
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county

PART III - FIGURE 8

MISSOURI PUBLIC SCHOOLS
SELECTED STATISTICAL DATA
(SCHOOL YEAR 1970-71)
SUPERVISORY DISTRICT "C"

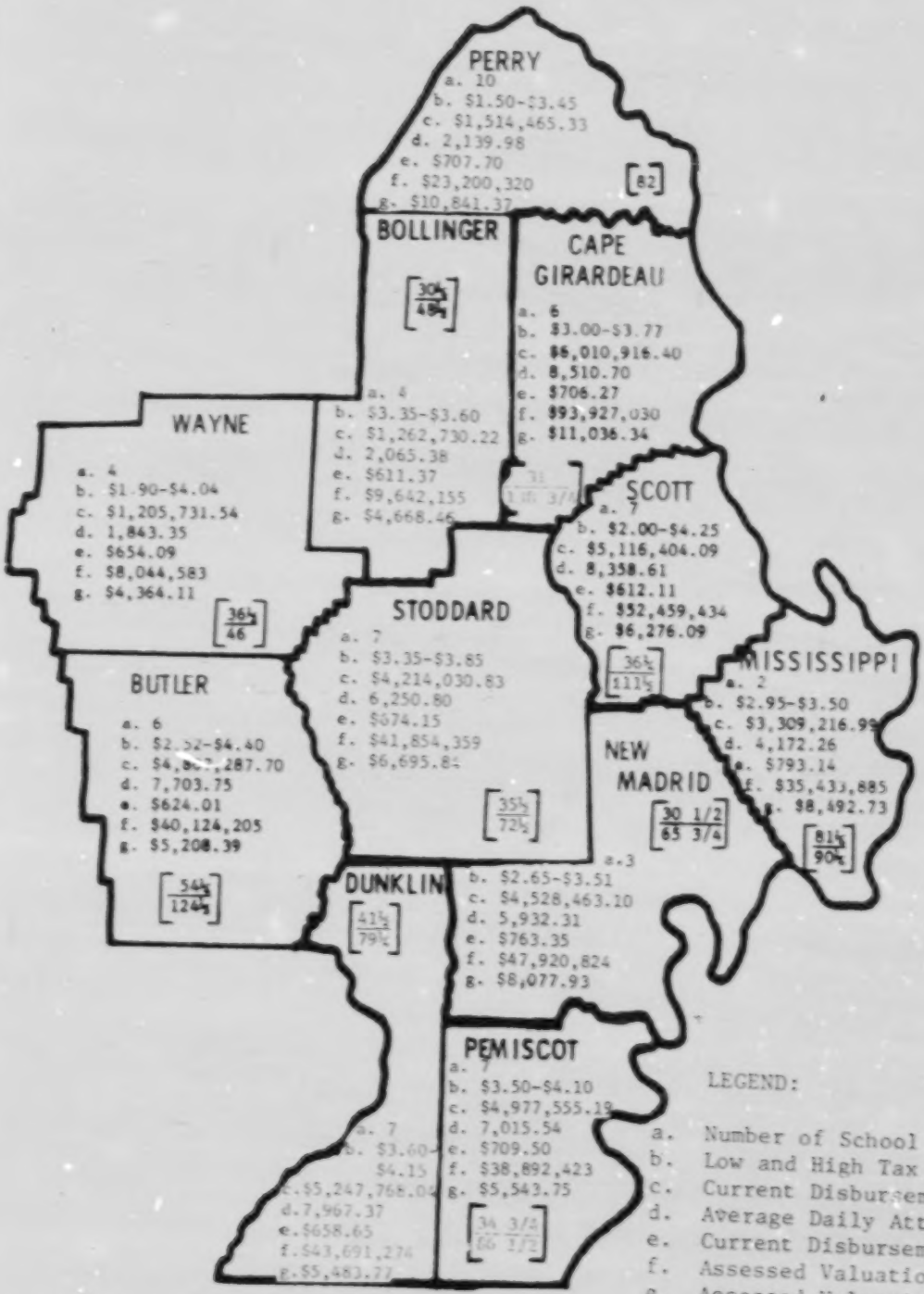


LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA
[ ] Figures shown within brackets indicate the lowest and high highest number of high school credits offered by high schools within each county

PART III - FIGURE 9

MISSOURI PUBLIC SCHOOLS
SELECTED STATISTICAL DATA
(SCHOOL YEAR 1970-71)
SUPERVISORY DISTRICT "D"



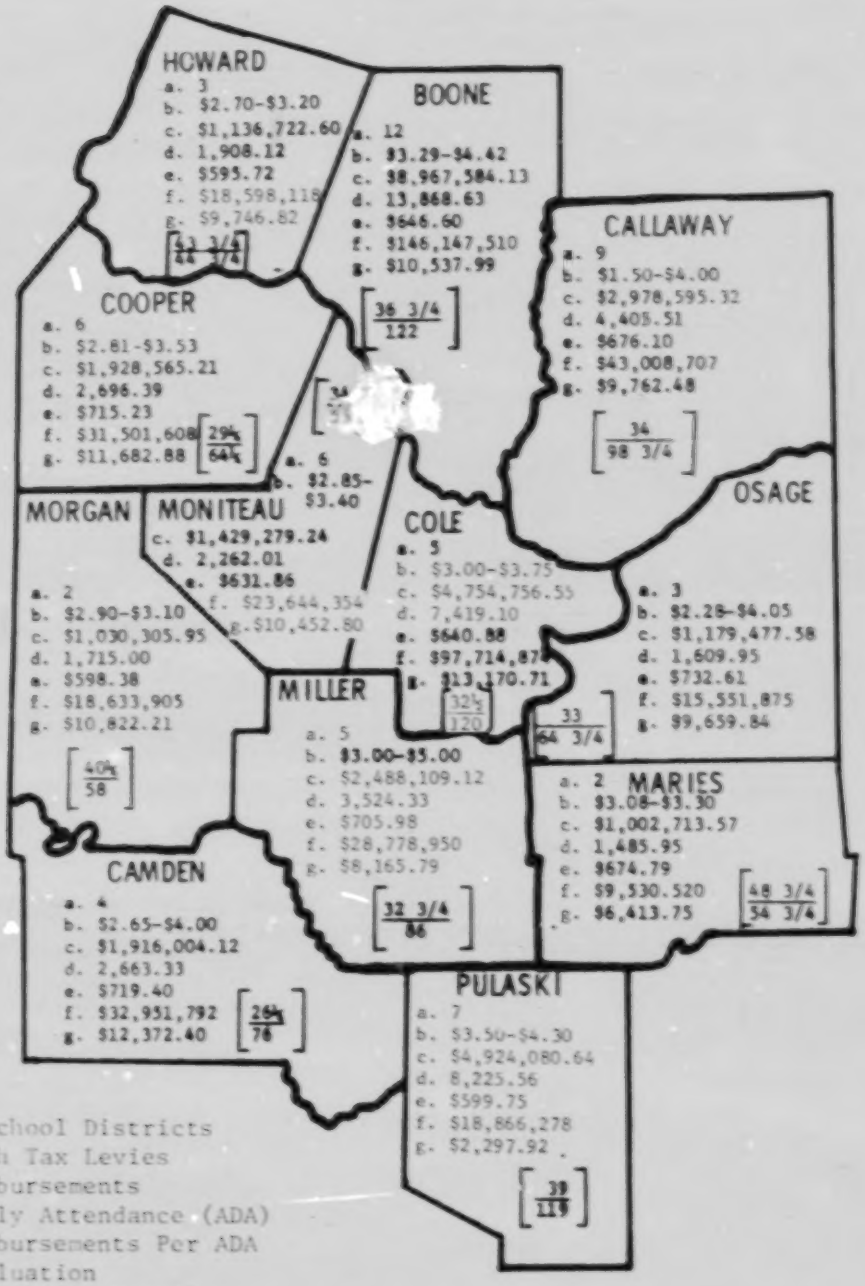
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III - FIGURE 10

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "E"



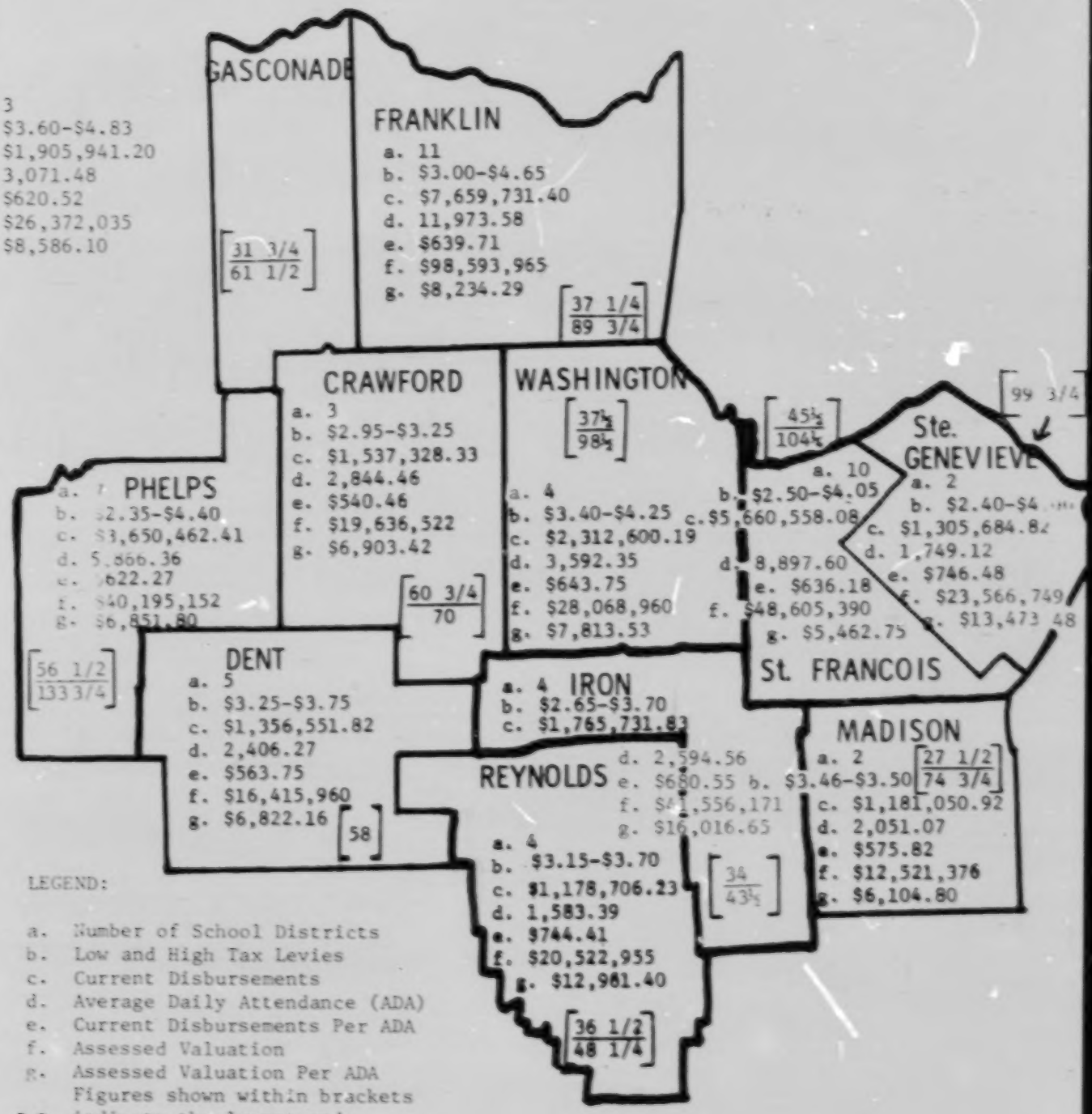
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III - FIGURE 11

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "F"



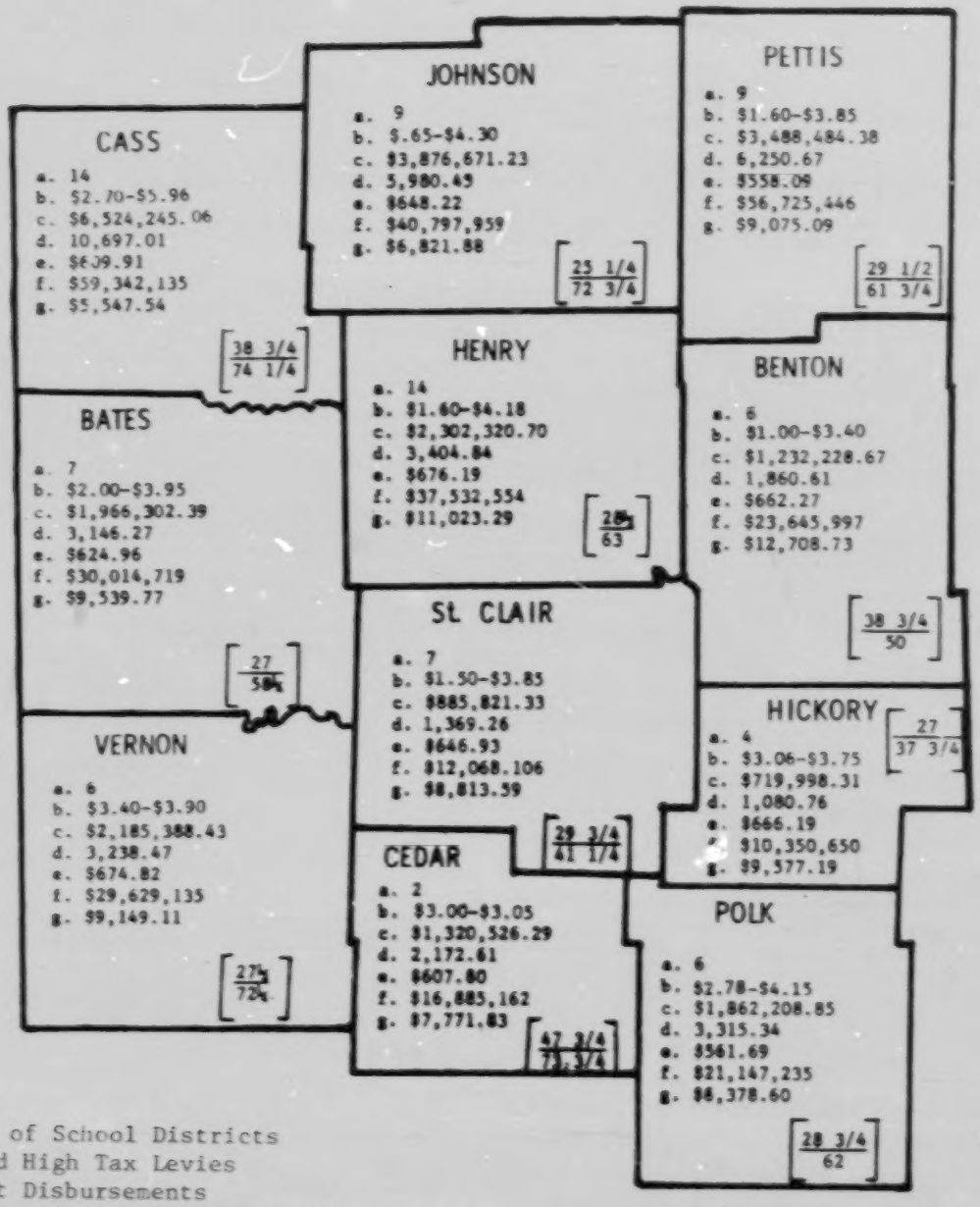
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III - FIGURE 12

MISSOURI PUBLIC SCHOOLS
SELECTED STATISTICAL DATA
(SCHOOL YEAR 1970-71)
SUPERVISORY DISTRICT "G"



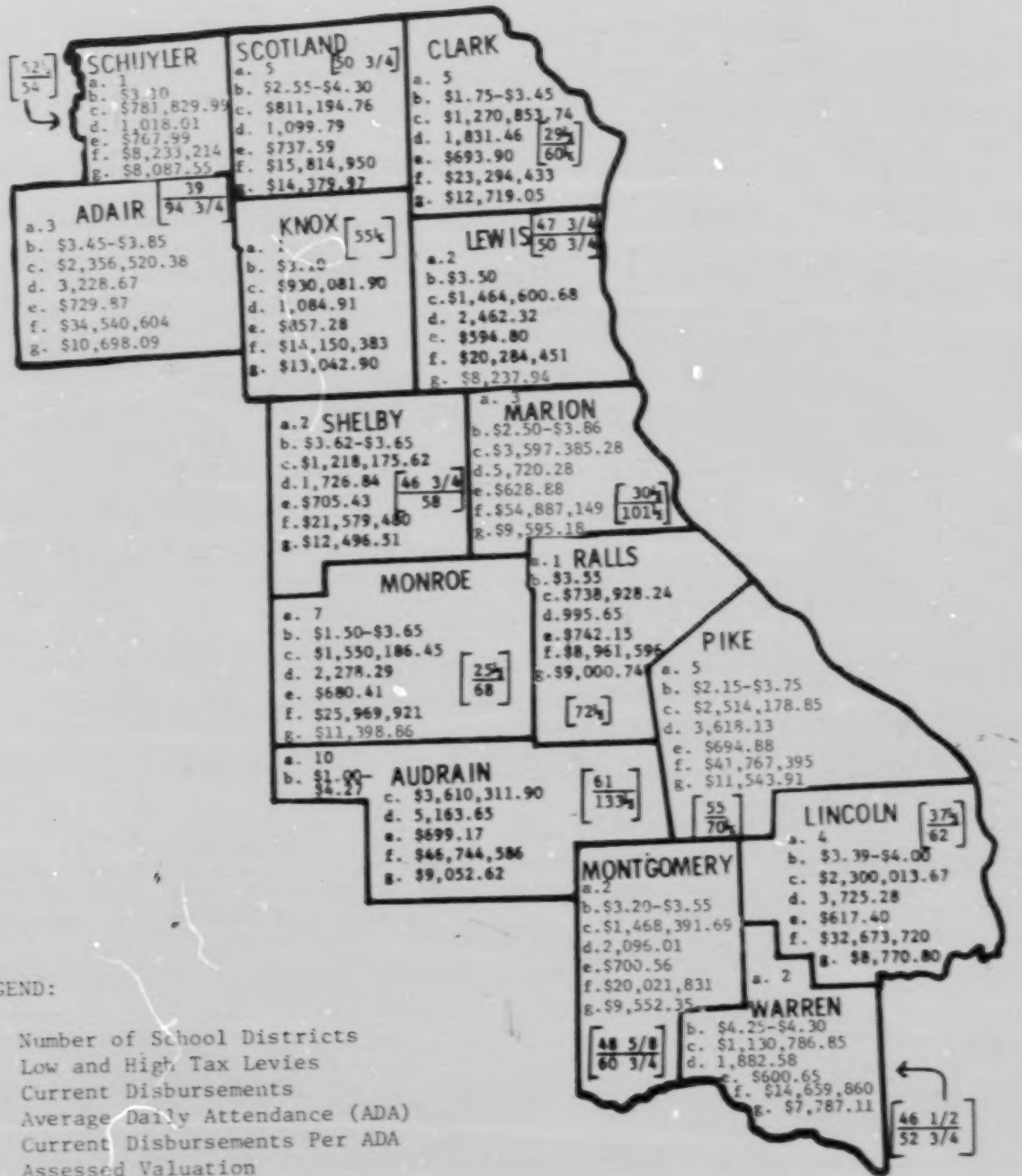
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III - FIGURE 13

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "H"



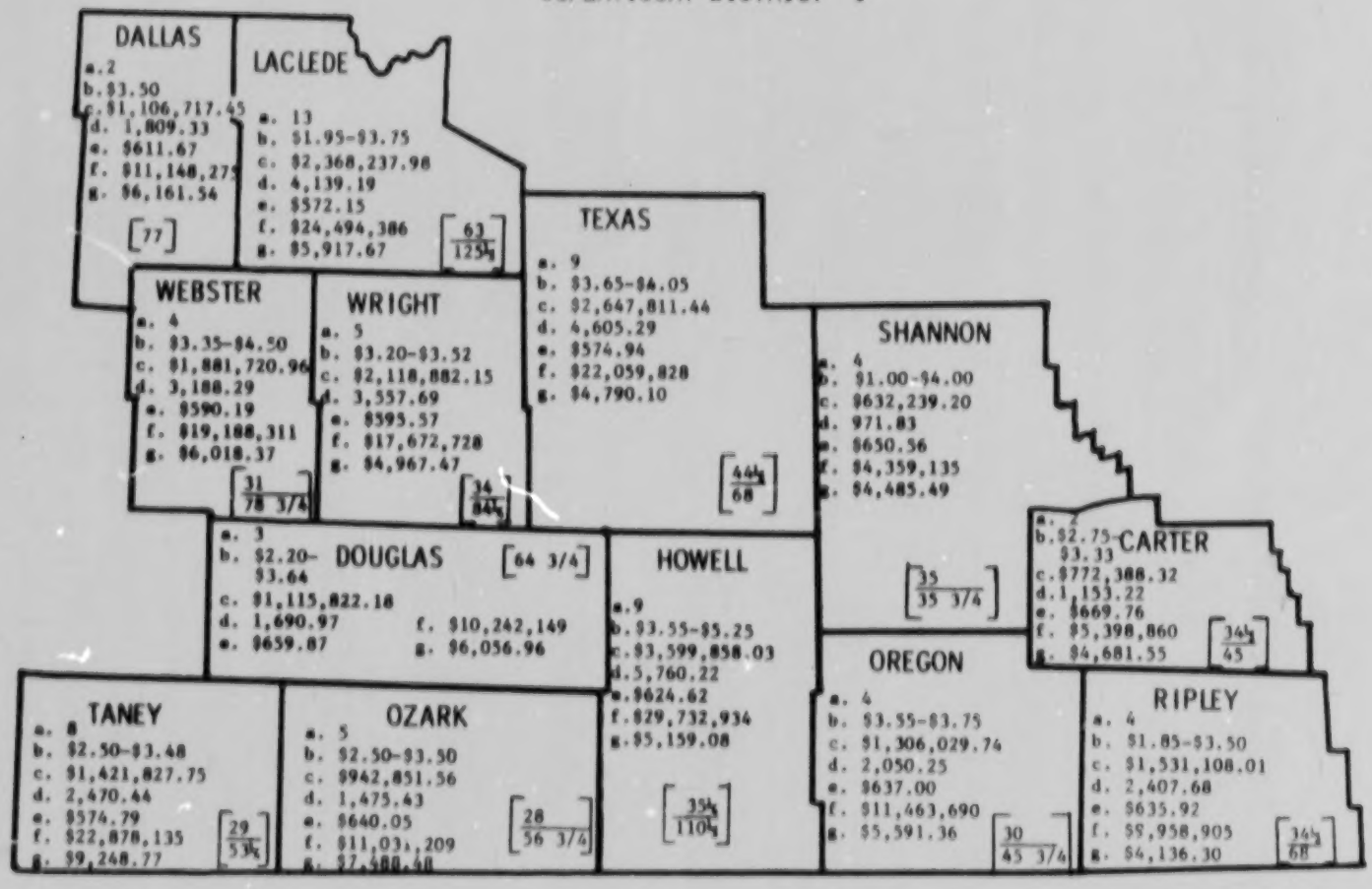
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III – FIGURE 14

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "I"



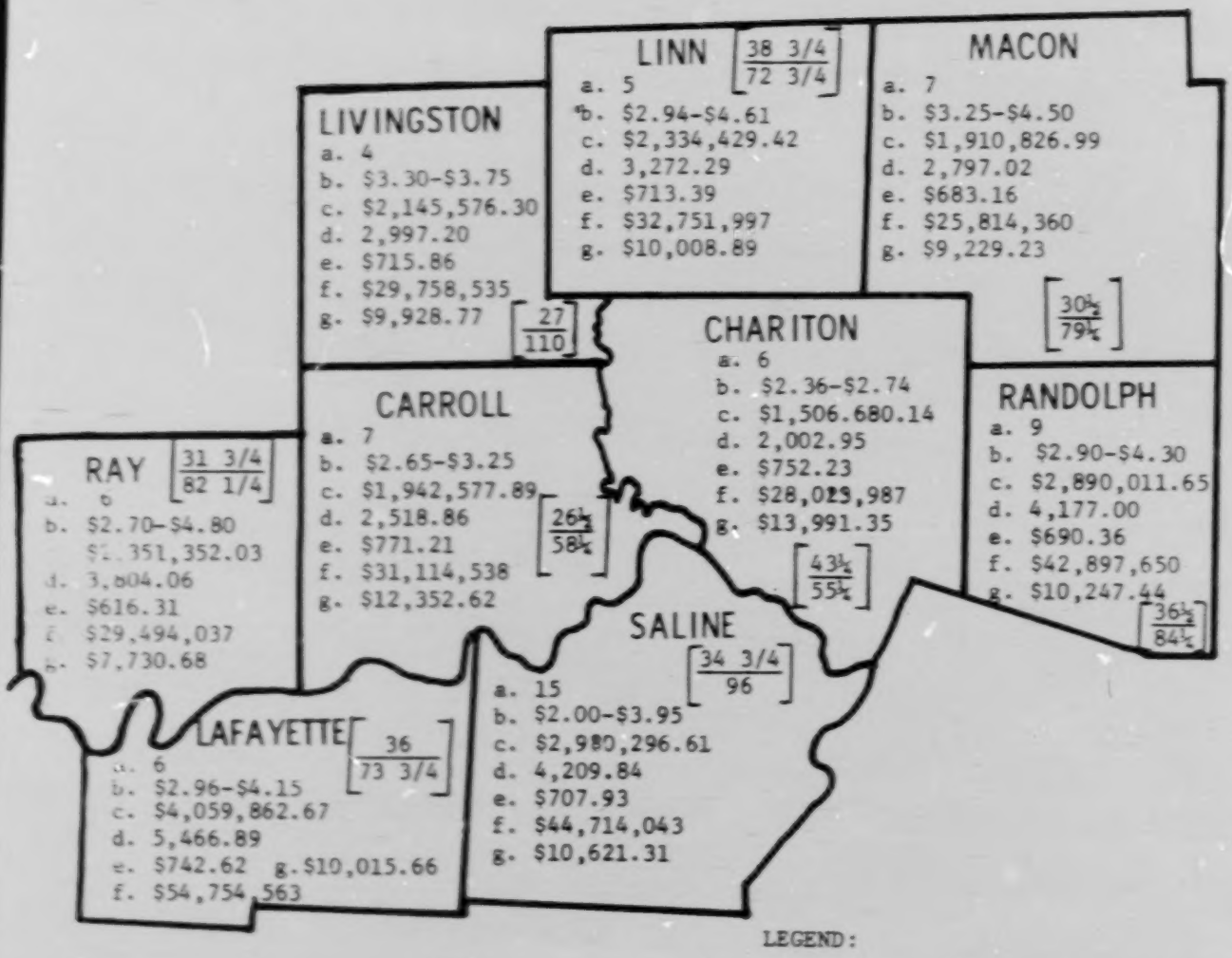
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III – FIGURE 15

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "J"



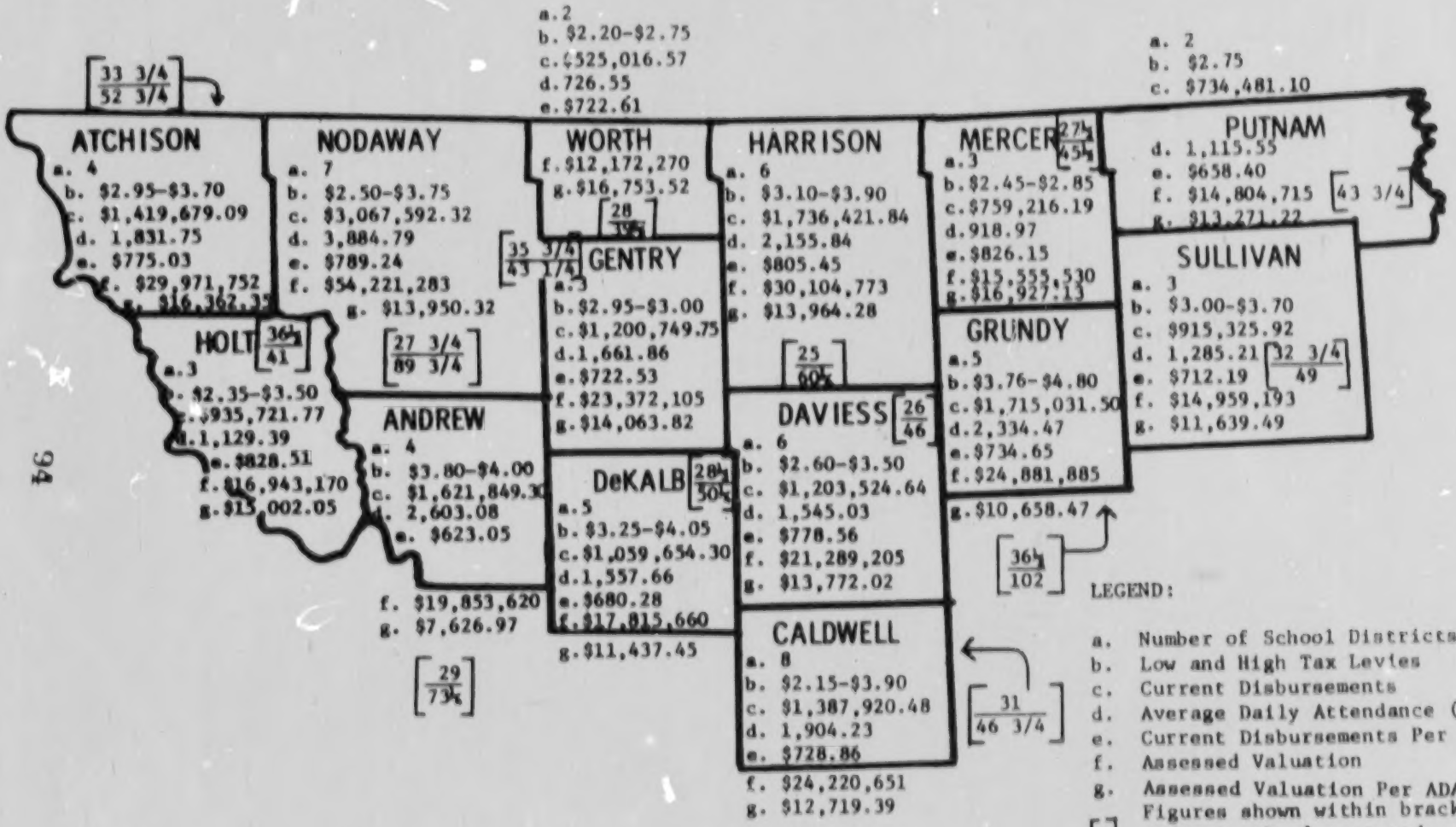
LEGEND:

a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA

[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by high schools within each county.

PART III – FIGURE 16

Missouri Public Schools
Selected Statistical Data
(School Year 1970-71)
Supervisory District "K"



LEGEND:

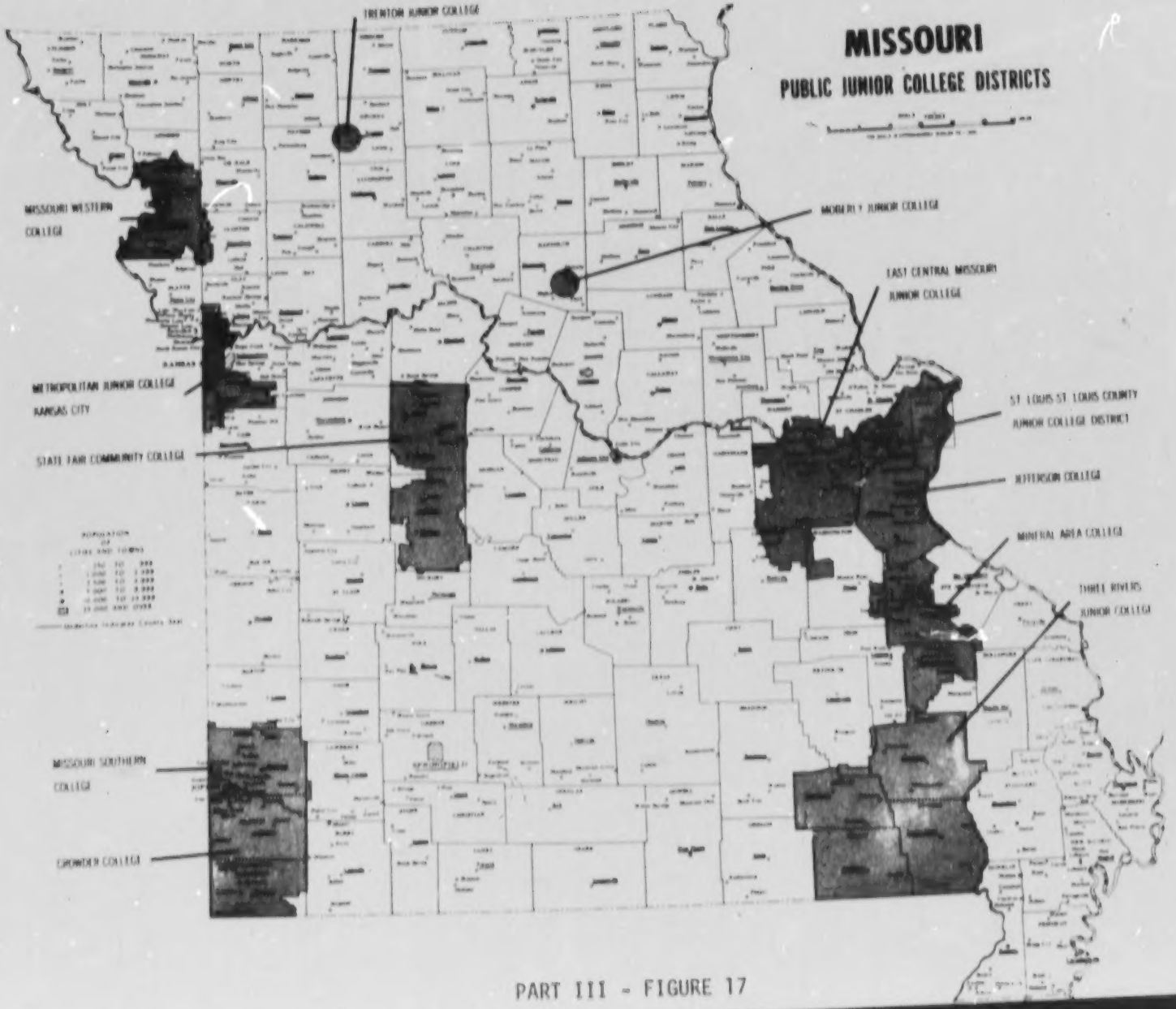
a. Number of School Districts
b. Low and High Tax Levies
c. Current Disbursements
d. Average Daily Attendance (ADA)
e. Current Disbursements Per ADA
f. Assessed Valuation
g. Assessed Valuation Per ADA
[ ] Figures shown within brackets indicate the lowest and highest number of high school credits offered by

Access to Junior College Facilities and Services

Missouri now has 12 public junior college districts and much progress has been made in this area of public education since the enactment of the present junior college law in 1961. These public junior colleges are currently (1970-71) supported by revenue from several sources: from state sources, 28.59 percent; from local taxes, 38.65 percent; from student fees, 24.19 percent; and from other sources, 8.57 percent. Due to increasing costs, the percentage of financial support derived from state sources has been declining in recent years.

The public junior college is frequently referred to as a community college. It is an institution which has several distinct functions geared very closely to realistic needs of the people in the area it serves. It can provide occupational, semi-technical, and technical education of post high school level which will lead directly to employment. It can offer regular college and preprofessional courses for transfer purposes. It can offer general education courses for students who are interested in transferring to four-year institutions. It can develop adult education and community service programs in response to local needs. The community college can serve an important coordinating function for many occupational, technical, vocational, and adult programs being offered in its service area.

The present popularity of the public junior colleges is evidenced by the record which shows that approximately 30 percent of all the students enrolled in public colleges and universities of the state are in junior colleges. Figure 17 shows the location of the 12 public junior colleges in the state. The record shows that approximately 50 percent of the high school graduates reside within commuting distance of one of the 12 existing districts. The demand for educational services of this type and the successful records which these institutions have made would appear to justify the conclusion that junior college services should be made available to all citizens of the state who can profit from this type of education.



PART III - FIGURE 17

Area Vocational Schools

Since the mid-1960s, the area vocational school concept has continued to gain acceptance in Missouri. During the 1971-72 school year, students from 184 high school districts were enrolled in vocational-technical programs in 37 approved area vocational schools.

The impetus for the expansion of vocational education throughout the state in recent years is the result of recognized need, additional funding from local, state, and federal sources, and state law which authorizes local boards of education to contract for such programs and services.

Area vocational schools conduct programs for secondary students, post-secondary youth, adults and special needs groups. Occupational training programs are offered in the following fields: agricultural education, distributive education, health occupations, home economics education, business and office education, and technical education.

As of July 1, 1972, 53 school districts have been designated as area vocational school sites by the State Board of Education. The locations of these schools are shown on Figure 18. Of the 53 approved area schools, 37 were in operation during the past year, 4 additional schools will open in September 1972, and the remaining 12 are in various stages of planning and development. Area school locations and their operational status are listed below.

Operational in 1971-72

Bonne Terre
Brookfield
Cape Girardeau
Chillicothe
Columbia
Crowder College
Eldon
Excelsior Springs
Fort Osage
Hannibal
Harrisonville
Jefferson College
Joplin
Kansas City
Kennett
Kirksville
Lebanon
Linn
Macon
Malden
Marshall
Maryville
Mexico
Moberly
Monett
Popular Bluff
Rolla
St. Charles
St. Joseph
St. Louis City
State Fair College
Sikeston
Sp. Dist. (St. Louis Co.)
Springfield
Washington
Waynesville
West Plains

To Begin Operation in September, 1972

Buffalo
Doniphan
Lamar
Warrensburg

MISSOURI

STATE DEPARTMENT OF EDUCATION
VOCATIONAL DIVISION

LOCATIONS OF 53 DESIGNATED AREA VOCATIONAL SCHOOLS

In Planning Stages - To Open Later

Arcadia Valley	*Jefferson City*	*New Madrid*
Boonville	*Lexington*	*Perryville*
Clarksville	*Mountain Grove*	*Raytown*
Clinton	*Nevada*	*Reeds Spring*

Area vocational schools are designed and operated by the "host" school district, with approval from the State Board of Education, to serve its resident students who need and desire vocational-technical training as well as vocational students from contracting districts within a radius of approximately 30 miles of the area school. In 1971-72, of a total enrollment of 54,369 (including adults) in the operating area schools, 3,715 were secondary students from contracting districts.

Even with the implementation and expansion of area vocational school programs and services and with added vocational courses in local districts offering comprehensive programs, many students in the state still do not have access to needed occupational education and training at the high school level. The record shows that some 358 high school districts, in 1971-72, offered courses in less than four areas of vocational education and approximately 100 of these offered no vocational-technical courses of any type.

To assure access to those educational and training opportunities related to the "world of work," it is apparent that Special School Districts need to be established throughout the state in the manner provided by law. Such Special Districts could very well be formed around existing area vocational school sites and those approved in the future. During this developmental process, greater use should be made of the statutory contracting arrangement among districts to cooperatively provide these needed programs and services.

Weaknesses in Present School District Structure

The Committee, after careful study and analysis, concluded that many school districts throughout the state are meeting the educational needs of the students in an acceptable manner. The programs and services provided by some districts are exemplary. However, the present pattern of district organization in Missouri does have a number of inadequacies or weaknesses. The weaknesses, as identified by the Committee, are listed below.

1. Some districts (155 as of May 1, 1972) operate schools for elementary pupils only and send their resident high school pupils (in some cases, grades 7 through 12) to other school districts on a tuition basis. This arrangement:

   a. Does not gurantee an educational program throught the twelfth grade for all children since school districts are not required by law to accept nonresident pupils;

   b. Does not provide for each child's learning experience to be planned in a logical, sequential manner from kindergarten through high school;

   c. Does not afford parents and taxpayers in the elementary district the opportunity to share directly in decision making relative to the scope and quality of the curriculum, facilities, and services which are provided their children who attend schools in another district, neither do they have a vote in the selection of officials (board members) who make such determinations;

   d. Permits the determination of where the high school pupils will attend to be based on lower tuition charges rather than on the quality and scope of available educational programs;

   e. Generally places an unfair financial and administrative burden on districts serving nonresident pupils;

   f. Frequently results in duplicate, costly, and inefficient transportation services; and

   g. Restricts flexibility for adapting to needed changes in programs and services.

2. Some districts, both elementary and high school, do not have the resources, either pupil or financial, to meet the educational needs of the students in an effective and economical manner. (For example, 151 high schools in 1970-71 provided curriculums with less than 40 units of credit.)

3. Many districts, as presently structured, cannot provide adequate vocational-technical courses to their students, even on an area school basis. (The record shows that some 358 high school districts offer courses in less than four areas of vocational education and approximately 100 of these offer no vocational-technical courses of any type.)
4. Many districts, as presently structured, make inadequate provisions for serving the educational and training needs of handicapped children. (For example, in 1970-71, only 297 districts conducted classes for mentally retarded pupils.)
5. Some school districts are unable to provide the number or type of buildings needed for offering an up-to-date instructional program to the students. (On July 1, 1971, school officials reported a need for 183 school buildings, as additions or replacements, including a total of 2,738 classrooms.)
6. Some school districts are unable to attract and retain well qualified administrative and instructional staff members. (For example, the teacher turnover was twice as high in A class districts as in AAA districts, 22 percent versus 11 percent, based on 1971 and 1972 data.)
7. Some attendance centers (schools) within districts are considered to be too large for maximum student learning and development. Many are too small to offer a comprehensive program at a reasonable cost per pupil. (Enrollments in high schools range from fewer than 50 to more than 4,000.)
8. Some districts may be so large in terms of population, enrollment, and/or geographic area that citizen participation is impaired.
9. Present school district structure has resulted in highly inequitable tax bases for educational purposes as measured by local assessed valuation (wealth) per student in average daily attendance. (The range, in assessed valuation per pupil in A D A, in 1970-71, was from $2,603 to $49,476.)

10. Present school district structure has resulted in a wide variation in the number of curriculum courses made available to students, as reflected by the range in high school units offered. (The range, in 1970-71, was from 24½ to 162¾ for grades 9 through 12.)
11. The present pattern of district organization has resulted in great disparities in the expenditures per pupil among local districts. (The range in current cost per ADA, in 1970-71, was from $460 to $1,906.)
12. The present structure of district organization permits a wide variation in the tax efforts required for support of local schools. (Tax levies, in 1970-71, ranged from $.20 to $5.75 on each one hundred dollars of assessed valuation.)
13. Many districts experience difficulty in coping with substantial shifts in population. (More than two-thirds of the people in the state reside in urban areas.)
14. The effort required to maintain a high school in districts with limited numbers of pupils and financial resources has tended to restrict the curriculum and services made available to elementary pupils.
15. The present configuration of the 12 junior college districts in the state limits the availability of comprehensive community college programs, within commuting distance, to approximately 50 percent of the high school graduates.

WHERE DO WE WANT TO GO

It is recognized that school district organization is a continuing process. New developments in the scientific, technological, and social aspects of American life will necessitate changes in district structures to meet the changing educational and training needs of youths and adults. One of the major challenges to educational leadership, and to the public at large, is to structure the educational organization so that it can adequately, efficiently, and economically provide appropriate instructional

opportunities at the time and places they are needed.

As indicated earlier in this report, Missouri has made significant progress in the merging of small districts into larger districts with greater potential for meeting the identified educational needs of the students. The formation of larger districts with greater resources, both human and financial, has tended to reduce the inequities which existed throughout the state. However, the present district structures, in many instances, do not assure equitable educational opportunities for the citizenry. Numerous weaknesses in district organization as it exists today were listed on pages 100-102.

Guidelines for Planning and Evaluating School Districts

To assist individuals and agencies charged with the responsibility of planning, implementing, evaluating, and administering district structures in the 1970's, the following guidelines were proposed.

1. All property within the state should be included in a school district which provides a carefully planned educational program extending at least from kindergarten through the twelfth grade.
2. The basic structure for providing adequate and effective elementary and secondary educational programs and supporting services should be a local school district, with appropriately located attendance centers (schools), under the management and control of an elected board of education.
3. A local school district, to assure a greater degree of permanency, should encompass a geographic area which includes at least one well established trade center.
4. A local school district should be of sufficient size to utilize its financial resources in the most effective manner and to insure competent lay and professional leadership.

5. The boundaries of local school districts should be determined without regard to the boundaries of other political subdivisions.
6. The merging of school districts to strengthen district structure should serve to reduce, when possible, the differentials that presently exist in assessed valuation per pupil.
7. When establishing boundaries for an enlarged school district, even if the proposed district meets desirable standards, consideration must be given to the inclusion of any adjacent area (district) which may be left without the possibility of merging with any other adequate school district.
8. A local district should not be so large, in terms of population and/or geographic area, that citizen participation in educational planning and evaluation is impaired and/or effective communication is restricted.
9. Travel time should not exceed one hour, to or from school, for at least 90 percent of the pupils transported within the local school district.
10. The size of attendance centers (schools) within a local school district must be related to density or sparsity of population, to time/distance factors, and to appropriate use of available facilities; but should be large enough to effectively and economically provide comprehensive curriculum offerings and services for the students to be served.
11. A local school district should be large enough, in terms of available financial resources and pupils, to provide programs, services, and personnel which meet classification and accreditation standards of the State Board of Education.

12. Special school districts should be created throughout the state to provide area vocational-technical programs, special education programs, and other cooperative services which cannot be provided economically and effectively by local school districts.
13. Carefully planned junior college districts should be established where needed in the state to provide all eligible persons within reasonable commuting distance access to those educational and training experiences generally recognized as being functions of comprehensive community colleges.

HOW DO WE GET THERE

The ultimate goal of school district organization in any state is to maintain suitable district structures in which educational programs can function in appropriate ways to provide all citizens access to educational opportunities and services in accordance with their needs, interests and abilities. Attaining this goal must be a developmental process which gives consideration to current status, changing conditions, and aspirations of people.

To strengthen school district structures in Missouri to meet the identified educational needs of youth and adults during this decade, the Committee agreed that a number of steps should be taken. The steps can be divided in terms of short-range and longer-range (three to five years) approaches.

Recommendations of the Committee

Based on the findings and conclusions reported in this study, the Committee on School District Structure recommends the following:

1. That statutory provision be made to combine the territory of any school district that, for two consecutive years, does not offer an approved program of instruction through the twelfth grade with one or more districts that offer such an approved program.

2. That the provisions of the Special School District law be utilized extensively throughout the state to provide vocational-technical pro-

grams, special education programs, and other cooperative services beyond the facilities and financial resources of a single school district.

3. That additional carefully planned junior college districts be established where needed throughout the state, in the manner prescribed by law, to provide all eligible persons within reasonable commuting distance access tothose educational and training experiences generally recognized as being functions of two-year comprehensive community colleges.

4. That the Guidelines for Planning and Evaluating School Districts, as developed by this Study Committee, be utilized as criteria in the further restructuring of school district organization throughout the state.

5. That the State Board of Education be encouraged to authorize the appointment of another statewide advisory committee to evaluate the progress, status, and needs in the area of district organization and to suggest appropriate ways for further strengthening school district structures.

Part IV

Sources of Funds

Introduction

The Committee on Sources of Funds was well aware that it could not reach final conclusions about the most appropriate sources of funds or the adequacy of such sources for financing the public schools in Missouri independently without recognizing the influences of a considerable number of related problems and conditions.

Important in such considerations relating to financing the schools, but by no means all of them, would be the following: What will be the scope and components of the educational programs to be financed? What will be the type of district structures in which the various programs will be operated? What will be the methods by which state money will be distributed to local school districts? What will be the relative desirability and feasibility of using various tax sources? What will be the degree to which local school districts will participate in financing local schools? What will be the outcome of the questions now before the courts concerning the administration of the property tax as a means of supporting local schools?

Meetings of the Committee

The Committee held six meetings in Jefferson City, one each in the months of April, May, June, July, August, and November. Prior to a meeting, the members of the Committee were supplied with copies of pertinent materials which would be considered at the meeting and with copies of the minutes of the previous meeting. This enabled members of the Committee to do a considerable amount of homework before a meeting. Examples of materials and publications which were made available to the members of the Committee for review are listed in the Bibliography.

How the Committee Worked

The first order of business at a meeting was to have a brief report from the Chairman of each of the other three major Study Committees. These committees were studying Educational Programs, School District Structure, and Distribution of Funds. This type of reporting at the beginning of a meeting provided a needed measure of coordination for the entire project.

The business of the meetings consisted of preparation and presentation of individual reports on items, topics, and questions as requested by committee members; the consideration of pertinent factual data and relevant materials; reactions to questions raised by individual members; and open discussion on issues and different points of view.

Membership of the Committee

The Study Committee on Sources of Funds was composed of the following members:

Dr. Gerald Auten
Professor of Economics
University of Missouri
Columbia, Missouri

Representative James G. Baker
Kansas City, Missouri

Mr. John Brawley
Sales Manager
Trans-World Airlines
Ferguson, Missouri

Dr. Warren M. Brown, Superintendent
Ferguson R-II School District
Ferguson, Missouri

* Dr. Bernard Campbell, Superintendent
Lee's Summit R-VII School District
Lee's Summit, Missouri

Mr. L. C. Carpenter, Vice President
Missouri Farmers Association
Columbia, Missouri

Senator William J. Cason
Clinton, Missouri

Representative James F. Conway
St. Louis, Missouri

Mr. Gerald T. Dunne, Vice President
Federal Reserve Bank of St. Louis
St. Louis , Missouri

Mr. Robert Eisler
Business Representative
Building Service Employees Union No. 96
Kansas City, Missouri

Mrs. Odessa Farrell
Audio-Visual Education Services
St. Louis City School District
St. Louis, Missouri

Mr. Ernest H. Fremont, Jr., President
The Missouri Bar
Kansas City, Missouri

Representative Mary L. Gant
Kansas City, Missouri

*Representative Wayne P. Goode
Normandy, Missouri

Dr.R. W. Hanna
School Board Member
Kansas City, Missouri

Dr. Joe Kuklenski, Superintendent
Springfield R-XII School District
Springfield, Missouri

Dr. Charles McClain, President
Northeast Missouri State University
Kirksville, Missouri

Mr. Ted McNeal
Former State Senator
St. Louis, Missouri

Mr. Jack Moore
International Brotherhood of
Electrical Workers
Springfield, Missouri

Senator Don Owens
Gerald, Missouri

Mr. Clark Payne
General Tax Supervisor
Southwestern Bell Telephone Company
St. Louis, Missouri

Mr. Joseph J. Russell
Attorney
Cape Girardeau, Missouri

*Dr. Sanford E. Sarasohn
Professor of Law
St. Louis University Law School
St. Louis, Missouri

Mr. Norvel Sayler
Businessman
Maryville, Missouri

*Senator Maurice Schecter
Creve Coeur, Missouri

*Dr. Marvin Shamberger
Director of Research
Missouri State Teachers Association
Columbia, Missouri

Representative Robert O. Snyder
Kirkwood, Missouri

Representative Earl L. Sponsler
Cabool, Missouri

Mr. Lynn Twitty,
Retired Superintendent
Sikeston, Missouri

**Mr. William J. Wasson
State Department of Education
Jefferson City, Missouri

*Member of the Steering Committee

**Chairman, Study Committee on Sources of Funds

Statistical and Other Basic Information

The Committee was confronted with a number of very specific questions which supplied much of the incentive for the organization and presentation of factual data, the study of pertinent materials, and the open discussion of different views or issues. A few examples will serve to illustrate the types of questions which engaged the attention of the Committee:

1. What are the essential facts about the present source of revenue for financing the public schools in Missouri?

2. What is the relation of the present level of financing to the anticipated future needs in financing the public schools as a result of anticipated growth, new or expanded programs, or changes in methods of distributing funds to reduce inequities among local school districts?

3. What is the relative importance of different sources of revenue in providing funds for financing schools and what would be the effects of changing present patterns?

4. What changes would be indicated if the decisions of the courts relative to the administration of the property tax for financing public schools are finally affirmed?

5. In what proportions should the responsibility of the state and the

local school districts for financing public schools be shared?

6. What new sources of revenue would it be feasible to recommend if the present pattern of sources is changed by legal requirements or for other reasons?

The following are examples of individual reports which were prepared by individual members of the Committee and presented to the entire group. In each case these reports furnished the basis for extended discussion.

The Personal Income Tax
Needs of Missouri Schools
Review of Pending Court Cases
Advantages and Disadvantages of Certain Taxes
Basic Approaches to School Financing
Property Tax and Assessment Problems.

The Committee members considered various tax sources. First, the review was directed toward the sources for the General Revenue Fund for Missouri.

Table I shows the general revenue of the State of Missouri in terms of receipts and estimates from 1969-70 through 1972-73. The table gives a breakdown of the amount of general revenue derived from each tax source. Diagram I shows general revenue receipts estimated for 1972-73 with percentages derived from the various tax sources. It may be noted that the Income Tax and the Sales/Use Tax combined produce about 85% of the general revenue as estimated. Diagram 2 shows estimated expenditures from general revenue for 1972-73. The diagram shows that Education along with Public Health and Welfare are major consumers of tax dollars raised through general revenue.

Tables II, III, and IV show the receipts from Sales/Use Tax, Income Tax, and Intangible Tax.

The second consideration of the Committee was directed to the present sources of revenue for the public schools. Statistical Reports I and II provided the data for this study.

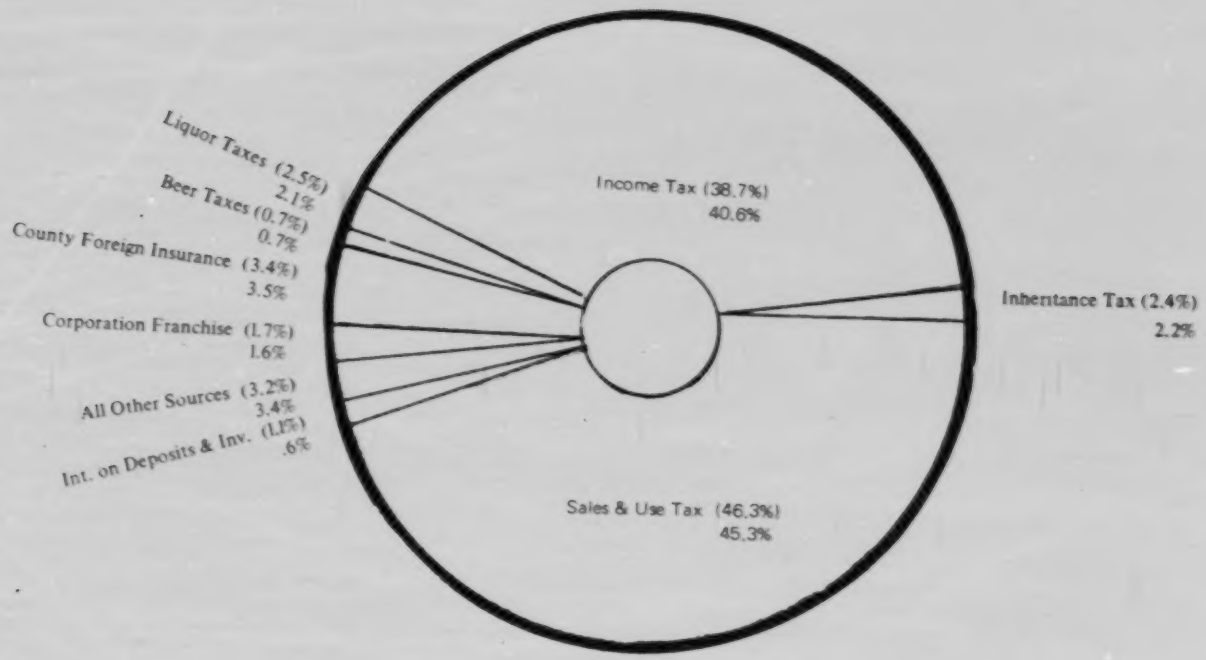
The third major consideration of the Committee was a study of revenues which could be expected from various statewide property tax levels. Data reviewed at this level are shown in Statistical Report III.

Other statistical data reports were provided for related questions of study.

DIAGRAM I

GENERAL REVENUE RECEIPTS *

1972—73



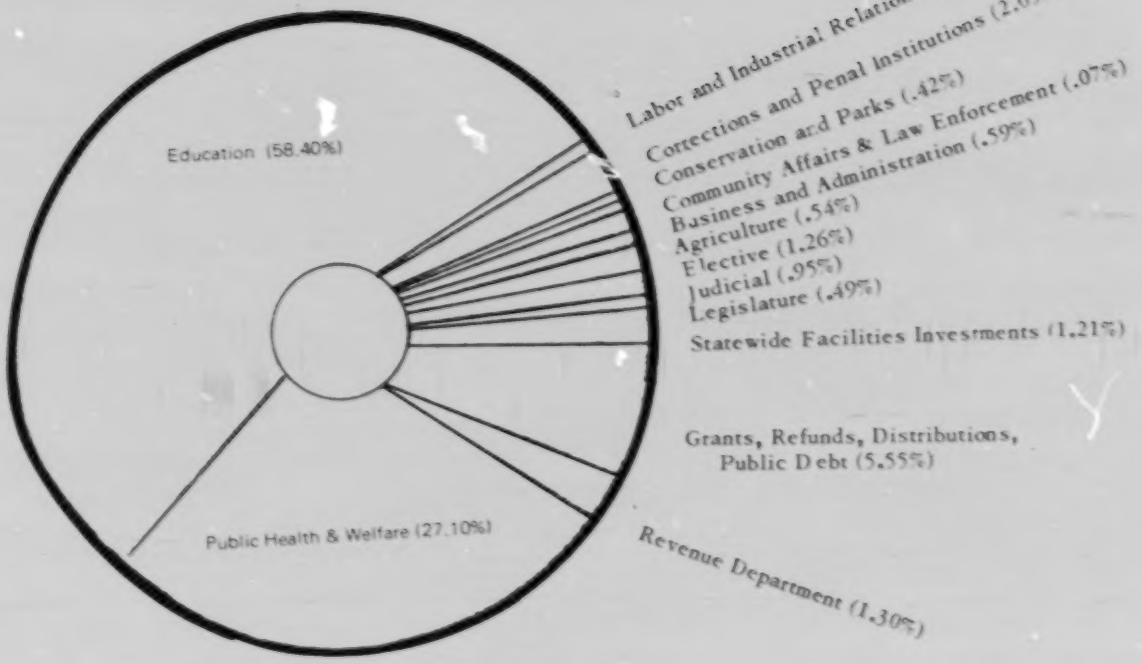
*SOURCE: Annual Report of the Department of Revenue

1. (Estimate of 1972–73 Receipts provided on June 30, 1971)
2. Revised Estimate of 1972–73 Receipts provided on June 30, 1972

DIAGRAM 2

GENERAL REVENUE EXPENDITURES *

1972—73



NOTE: Percentage indicated for Education expenditure includes elementary, secondary, and higher education.

*SOURCE: Annual Report of the Department of Revenue

PART IV - TABLE 1

*GENERAL REVENUE
RECEIPTS AND ESTIMATES

Type of Tax	Actual 1969-70	Actual 1970-71	(Estimate)[1] and Actual 1971-72	(Updated Estimate)[3] Old Estimate[2] 1972-73
Corporation Franchise	$19,137,163	$11,505,415	($12,400,000) $12,542,669	($13,500,000) $13,500,000
County Foreign Insurance	22,338,443	24,767,483	(26,700,000) 27,316,273	(29,600,000) 27,000,000
Beer Taxes	2,664,906	3,761,442	(5,500,000) 5,433,005	(5,600,000) 5,700,000
Liquor Taxes	11,058,772	13,581,795	(19,200,000) 17,425,415	(18,000,000) 19,800,000
Income Taxes	171,470,257	196,097,656	(290,700,000) 306,627,905	(347,200,000) 311,300,000
Inheritance Taxes	11,996,201	15,467,080	(17,400,000) 19,167,060	(19,200,000) 19,600,000
Sales and Use Taxes	344,822,405	319,821,205	(346,500,000) 360,473,177	(387,000,000) 372,500,000
Interest on Deposits and Investments	9,351,061	8,186,456	(9,000,000) 3,992,914	(5,000,000) 9,000,000
All Other Sources	19,629,412	21,131,050	(23,300,000) 23,211,843	(29,000,000) 25,600,000
TOTALS	$612,468,620	$614,319,582	($750,700,000) $776,190,261	($854,100,000) $804,000,000

*Source: Annual Reports of the Department of Revenue

[1](Estimates for 1971-72 receipts - June 30, 1971)
Actual receipts - June 30, 1972

[2]Estimates for 1972-73 receipts - June 30, 1971

[3](Estimates for 1972-73 receipts - June 30, 1972)

PART IV

TABLE 2

SALES/USE TAX RECEIPTS

Year	Sales Tax Receipts @ 3% Rate
1970-71	$319,821,205
1971-72	360,473,177
1972-73 (estimate)	387,000,000

The largest producer of revenue for the state of Missouri is the Sales/Use Tax. It is estimated an additional amount of $128 million could be anticipated in FY 1973 with an increase of 1% in the Sales/Use Tax.

TABLE 3

INCOME TAX RECEIPTS[1]

Year[2]	Individual	Corporation	Total Receipts
1969-70	$154,014,861.63	$17,455,395.37	$171,470,257.00
1970-71	168,693,004.46	27,404,651.54	196,097,656.00
1971-72	253,399,019.22	53,228,885.78	306,627,905.00
1972-73 (estimates)	290,552,755.18	56,647,244.82	347,200,000.00

Income tax is next in line as a producer of revenue. It is estimated that the elimination of federal tax deductions on Individual Income Tax reports and Corporation Income Tax reports could produce an additional $117 million in FY 1973.

[1]Receipts are gross amounts. In 1972, more than $30 million were returned to taxpayers as refunds.

[2]A growth in income of 56.36% is noted in FY 1972 as a result of an increase in rates and a growth in the economy.

PART IV TABLE 4

INTANGIBLE TAX RECEIPTS

Year	Total Intangible Tax	Intangible Tax Received By School Districts During the Following Year
1971	$28,097,079	$15,995,364
1970	24,671,828	14,153,580
1969	20,165,234	11,271,774
1968	17,688,881	9,677,309
1967	16,409,575	7,780,546

There is a question whether or not the intangible tax will be retained as a source of school revenue. It is important to review the significance of this potential loss.

The intangible tax is collected by the state and after the deduction of a collection fee of 2%, the net is returned to the counties from which it was collected. In the counties it is distributed to each taxing agency by a formula which divides on the basis of the tax rate of each agency compared to the total rate of all agencies. School districts on the average receive about 60% of the tax statewide.

This tax source is not strictly a state source. In fact, the Missouri Uniform Financial Accounting System indicates the recording of revenue derived from this source as local revenue. Whether it is considered a state or a local revenue is of little consequence except that any change in present laws pertaining to the intangible tax which results in loss of school revenues could have serious consequences under present distribution requirements.

The intangible tax has been a substantial help to many school districts which shared in the $15,995,364 shown in the above table for 1972. A loss of this revenue, because of a change in the law, would require additional revenue from other sources.

Conclusions

The Committee considered its primary function to be the identification of the most equitable sources of revenues to support public schools. The designation of these sources of revenues is not a simple problem that can be considered in isolation. It exists in a complex matrix of economic educational, legal and social conditions. Adequate public education can be found as being an essential interest in the growth of a community or a state; therefore, expenditures for schools represent an investment in people and are not merely cost items.

The Committee recognized, also, that pending court decisions about what will constitute legally acceptable ways the property tax can be used to support public schools cause a period of speculation and some degree of uncertainty. This current situation, however, does not lessen the financial problems of the public schools. Rather, it presents a challenge to do careful planning and to deal realistically with the financial needs of the schools through whatever options may be open.

In considering recommendations dealing with sources of revenue, the Committee accepted the following general principles:

1. The Constitution and Statutes make the responsibility for the public schools clearly an obligation of the state. The question of an essential interest is settled and the necessity for providing adequate sources of financial support is obvious.

2. Public education and schools represent an expanding segment of American life, and it may be anticipated that the need for financial support will not become static, but will increase.

3. The principle that every child should have equal access to the wealth of the state in regard to educational opportunities should be the basic guideline for financial support. This principle has long been evident, but has recently been emphasized by a number of court decisions.

4. Court decisions in several states recently have focused on distribution of school funds with regard to access to wealth and with reference to equal educational opportunities. The decisions of the courts have not been concerned primarily with sources of funds to support public schools.

5. The principle that local school districts should have a share in financing educational programs locally and have leeway for local initiative should be continued.

In addition, the Committee was aware of certain special considerations which include the necessity:

1. To provide revenue sources to support those changes in the distribution formula which would provide for equalization of educational opportunity for all children.

2. To provide additional funds as needed to support new or expanded school services such as early childhood education, adult education, career education, special education, and other program improvements that may be adopted.

3. To provide additional revenue to offset the effects of inflation on

the real value of state school funds.

4. To provide general revenue funds to the degree necessary that the proportionate share of expenditures for public schools financed by the property tax may be reduced.

5. To replace the revenues which may be lost by the elimination of the intangible and the household personal property taxes, and by the possibility that the General Assembly will adopt some form of homestead or circuit-breaker act.

The three main sources of tax revenue for various levels of government are the property tax, sales tax, and income tax. Historically, the property tax has been reserved almost entirely for the local level while the sales tax and income tax are the main sources of revenue at the state level. It was the consensus of the Committee, based on the study materials and other information, that the tax burden presently being borne by the real and personal property appears to be excessive in comparison to other tax sources, and the proportionate reliance on the property tax should be reduced.

The relative financial ability of a school district to support public schools is usually measured by computing the equalized value of property in that district per pupil in average daily attendance. This procedure presently is not an adequate measure of relative financial ability because the percent of true value at which property is assessed in Missouri ranges from approximately 23 to 40 percent. Because of the apparent lack of standard and consistent assessment procedures, it was the opinion of the Committee that a central state agency should have the authority and responsibility for regulating property assessments for tax purposes. The Missouri State Tax Commission should be the designated agency. However, the State Tax Commission as presently constituted does not have the necessary authority or funds to regulate and coordinate assessment procedures to maintain equal and equitable assessments. Enabling legislation should be passed to accomplish the necessary objectives.

The two sources which indicate most promise of producing substantial amounts of additional revenue are the income tax and the sales tax. State income tax as a source of revenue rates high on tax evaluative criteria. As an example of a major change in the state income tax, it was estimated by the Missouri Department of Revenue that if the deductibility of federal individual and corporate income taxes was repealed on Missouri state income tax returns, it would have raised an additional $96 million in fiscal year 1970-71, $60 million on the individual income tax and $36 million on the corporate tax. The estimates for 1971-72 and 1972-73 are $107 million and $117 million. Eliminating the deduction of the federal tax can be properly considered tax reform as it would eliminate a weakness in the Missouri tax system that tends to benefit high-income people. The federal income tax is progressive, thus eliminating its deductibility would make the Missouri income tax more responsive to the state economy and inflation. As incomes grow, federal tax liabilities increase; therefore, eliminating, this deduction would increase the growth of the Missouri tax and make it more progressive.

Low-income families would pay no higher taxes, and middle high-income families would pay more in proportion to their federal income tax. There would be no added administrative expense and state income tax forms could be simplified.

The sales tax is the second major source of substantial additional revenue. For example, a one-cent increase in the sales tax would have generated approximately $107 million in additional revenue in 1970-71. For fiscal years 1971-72 and 1972-73, the estimates are $120 million and $128 million. The sales tax as currently collected in Missouri is regressive and similar to the property tax in its impact on various income groups. The regressive feature of the sales tax can be eliminated by one of several methods. First, food and/or drugs can be exempted. However, the revenue loss from this would be so large that it would almost completely offset a one-cent rate increase. This is not recommended by the Committee. Second, a tax credit could be granted against the Missouri individual income tax to offset sales taxes paid. If the credit exceeds tax liabilities, it could be refunded; otherwise, low-income families would receive no benefit from the tax credit. The net revenue in 1970-71 from a one-cent sales tax increase with a $10 sales tax credit would have been approximately $65 million. The sales tax is clearly better than the property tax in terms of horizontal equity and would involve little, if any, increased administrative expense. Revenue from the sales tax would increase nearly in proportion to the growth of the state's economy.

Recommendations

The Committee approved the following nine recommendations.

1. The proportionate share of public school support now carried by the property tax should be reduced.

2. Additional funds from State General Revenue should be provided to further minimize existing inequalities.

3. The income tax and the sales tax are the most promising major sources of revenue for additional funds or to offset declining reliance on amounts derived from the property tax.

4. A statewide property tax should be enacted for current operations. Local school districts should be permitted to levy limited additional property taxes as provided by law.

5. The State Tax Commission should be granted additional funds and expanded authority to supervise and regulate local assessment practices.

6. All property subject to ad valorem taxation should be reassessed to assure that assessments within each county and throughout the State of Missouri are equalized and kept up to date.

7. The assessment of property and the collection of taxes should be conducted on the county level.

8. Fines, forfeitures, intangible taxes, and other sources of revenue devoted to education and distributed by the counties should be turned over to the state and distributed as part of the Foundation Program.

9. A school district should maintain local control over funds devoted to education.

APPENDICES

to

PART IV

Part IV

Appendix A -

Report on Public School Revenues

STATISTICAL REPORT I

CONTENTS OF REPORT*

INTRODUCTION

ANALYSIS OF DATA

PART I ACTUAL 1970-71 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS

PART II ACTUAL 1971-72 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS

PART III ESTIMATE FOR 1972-73 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS

*When a study of the present financial picture and a prediction concerning the future financial picture is undertaken, a decision must be made concerning the use of available data. The identity and amount of the source of money is evident at the point of entry into the school district operation. Therefore, the decision was made to study the data at the point of receipt opposed to expenditures because the source can be readily identified.

Introduction

This report, in three sections, was prepared to show data pertaining to current receipts for school operating costs. The first two sections are tabulations of actual receipts for fiscal years 1971 and 1972. The third section gives similar data in the form of an estimate for the 1972-73 school year.

In 1970-71, 48.7 percent of the total receipts for operating the public schools was derived from local property taxes. In 1971-72, 44.7 percent of the total receipts came from local property taxes. This percentage varies slightly due to the increase in state funding.

Of the portion derived from state sources, the sales tax and the income tax are the major contributors. It is apparent that the three principal tax sources are the property, the sales, and the income insofar as revenue for schools is concerned.

Receipts from federal sources vary between seven and eight percent.

Analysis of Data

The estimate of receipts for 1973 was computed by using a comparable levy to that of fiscal year 1972 and assessed valuations reflecting the average five percent growth.

The estimate was made by applying a single levy to a statewide assessment which, of course, results in a slightly different product than when individual levies are applied at the local level. Secondly, all receipts were reported on the basis of a 90 percent collection.

There are 606 operating districts with an enrollment of 1,087,866 and 919,749 ADA for fiscal year 1972 used in this study. It is true there will be fewer districts in fiscal year 1973 as the number of districts is declining. Therefore, it is important to consider the number of students enrolled/average daily attendance in discussing this projection.

Part I

19/0-71 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS

(Teachers, Incidental, and Building Funds)

Sources of Revenue		Amount of Money	Percent of Total
Property Taxes			
Current Taxes	$312,269,384.90		
Delinquent Taxes	9,903,298.31		
Merchants, Mfrs., etc. Taxes	18,290,990.76		
Railroad & Utility Taxes	41,106,364.84		
Total		$381,570,038.81	48.7%
Other Local Receipts Including Intangible Taxes			
Fines, Forfeitures, Escheats	3,571,761.34		
Intangible Taxes	12,850,120.61		
Revolving Accounts	79,977,968.14		
Other County	210,199.48		
Total		96,610,049.57	12.3%
Receipts from State Sources			
Cigarette Tax	51,096,770		6.5%
Sales/Use Tax	100,579,912		12.9%
Income Tax	61,657,591		7.9%
Other State Taxes	30,925,377		3.9%
Total		244,259,649.92	31.2%
Receipts from Federal Sources		60,657,437.06	7.8%
Total Revenue Receipts		$783,097,175.36	100.0%

Part II

ACTUAL FOR 1971-72 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS
(Teachers, Incidental, and Building Funds)

Sources of Revenue		Amount of Money	Percent of Total
Property Taxes			
Current Taxes	$323,495,799		
Delinquent Taxes	12,720,183		
Merchants, Mfrs.	20,192,889		
Railroad & Utility Taxes	46,804,466		
Total		$403,213,337	44.7%
Other Local Receipts incl. Intangible Taxes			
Fines, Forfeitures, Escheats	3,758,678		
Intangible Taxes	14,202,297		
Revolving Accounts	77,321,861		
Other County	243,957		
Total		95,526,793	10.6%
Receipts from State Sources			
Cigarette Tax	54,501,952		6.1%
Sales/Use Tax	125,146,520		13.9%
Income Tax	106,444,607		11.8%
Other State Taxes	37,888,890		4.2%
Total		323,981,969	36.0%
Receipts from Federal Sources		78,422,034	8.7%
Total Revenue Receipts		$901,144,133	100.0%

Part III

ESTIMATE FOR 1972-73 SCHOOL YEAR REVENUE RECEIPTS FOR OPERATING COSTS

(Teachers, Incidental, and Building Funds)

Sources of Revenue		Amount of Money	Percent of Total
Property Taxes			
Current Taxes	$341,935,060		
Delinquent Taxes	12,000,000		
Merchants, Mfrs.	21,000,000		
Railroad & Utility Taxes	47,000,000		
Total		$421,935,060	43.8%
Other Local Receipts incl. Intangible Taxes			
Fines, Forfeitures, Escheats			
Intangible Taxes			
Revolving Accounts			
Other County			
Total		103,491,101	10.8%
Receipts from State Sources			
Total		359,000,000	37.3%
Receipts from Federal Sources		78,000,000	8.1%
Total Revenue Receipts		$962,426,161	100.0%

Part IV

APPENDIX B

Report on Public School Revenues

The distribution of Missouri school receipts in the different counties by rank and percentage for 1971 provides interesting information about the disparities which exist among counties in the sources of funds for school purposes. It is recognized that similar disparities exist among districts in many of the counties.

The range in percentages from the low to the high in funds from all three sources--local, state, and federal--tends to show these differences in a dramatic way.

Types of Receipts	Range in Percentage	
	Low	High
Local	15.3	72.4
State	24.2	69.7
Federal	2.9	33.2

Fiscal year 1971

	County	Local Sources Rank	Local Sources Percent	State Sources Rank	State Sources Percent	Federal Sources Rank	Federal Sources Percent
1.	Adair	48	58.9	72	33.3	60	7.8
2.	Andrew	57	57.2	45	38.3	100	4.5
3.	Atchison	3	68.3	109	26.4	92	5.3
4.	Audrain	29	61.2	70	33.5	93	5.3
5.	Barry	94	39.9	10	50.3	45	9.8
6.	Barton	47	58.9	68	33.8	67	7.3
7.	Bates	41	59.6	53	36.6	105	3.8
8.	Benton	58	56.3	85	31.5	26	12.2
9.	Bollinger	91	41.4	17	47.6	34	11.0
10.	Boone	12	64.3	82	32.1	108	3.6
11.	Buchanan	65	53.6	39	40.0	82	6.4
12.	Butler	101	37.4	16	47.7	20	14.9
13.	Caldwell	20	62.7	108	26.4	36	10.9
14.	Callaway	36	60.3	58	35.2	101	4.5
15.	Camden	34	60.5	69	33.6	88	5.9
16.	Cape Girardeau	37	60.2	71	33.4	83	6.4
17.	Carroll	2	69.7	113	24.9	90	5.4
18.	Carter	111	25.2	19	47.0	3	27.8
19.	Cass	76	48.1	37	40.3	29	11.6
20.	Cedar	84	43.3	28	45.2	31	11.5
21.	Chariton	4	67.6	110	25.8	78	6.6
22.	Christian	83	44.2	14	49.2	80	6.6
23.	Clark	27	61.5	84	31.6	75	6.9
24.	Clay	13	64.1	66	34.0	114	2.9
25.	Clinton	7	66.2	96	30.0	104	3.8
26.	Cole	17	63.7	91	30.9	89	5.4
27.	Cooper	25	61.9	74	33.3	98	4.8
28.	Crawford	85	43.0	15	47.8	49	9.2
29.	Dade	66	53.5	81	32.1	21	14.4
30.	Dallas	100	37.8	13	49.8	25	12.4
31.	Daviess	11	64.6	105	28.1	68	7.3
32.	DeKalb	14	64.1	98	29.5	84	6.4

(Fiscal Year 1971 - cont'd.)

County	Local Sources Rank	Local Sources Percent	State Sources Rank	State Sources Percent	Federal Sources Rank	Federal Sources Percent
33. Dent	93	40.0	5	52.4	62	7.6
34. Douglas	108	31.5	26	45.5	6	23.0
35. Dunklin	99	38.1	24	45.6	16	16.3
36. Franklin	49	58.8	47	37.5	107	3.7
37. Gasconade	56	57.3	46	37.5	94	5.2
38. Gentry	8	65.1	103	28.4	77	6.5
39. Greene	68	53.0	40	39.5	65	7.5
40. Grundy	24	62.1	97	29.8	54	8.1
41. Harrison	18	63.6	107	27.6	50	8.8
42. Henry	38	60.0	77	32.9	72	7.1
43. Hickory	71	52.3	54	36.1	30	11.6
44. Holt	6	66.4	111	25.7	59	7.9
45. Howard	31	61.1	65	34.0	96	4.9
46. Howell	97	38.6	12	50.0	32	11.4
47. Iron	39	59.8	94	30.3	44	9.9
48. Jackson	33	60.7	88	31.0	52	8.3
49. Jasper	64	53.7	42	39.0	69	7.3
50. Jefferson	73	51.1	25	45.6	112	3.3
51. Johnson	82	44.7	56	35.3	9	20.0
52. Knox	9	64.6	102	28.5	76	6.9
53. Laclede	96	38.9	9	50.3	38	10.8
54. Lafayette	42	59.6	95	30.2	41	10.2
55. Lawrence	78	47.5	27	45.5	74	7.0
56. Lewis	60	55.9	38	40.3	106	3.8
57. Lincoln	51	58.3	52	36.6	95	5.1
58. Linn	46	59.2	64	34.5	86	6.3
59. Livingston	59	56.0	83	31.9	27	12.1
60. McDonald	107	32.8	2	57.5	48	9.7
61. Macon	32	60.8	75	33.0	87	6.2
62. Madison	79	47.3	32	43.0	47	9.7
63. Maries	90	42.0	29	45.3	24	12.7
64. Marion	62	54.9	49	37.2	58	7.9
65. Mercer	55	57.5	87	31.3	33	11.2
66. Miller	63	64.9	51	36.8	53	8.3
67. Mississippi	95	39.9	43	38.6	8	21.5

(Fiscal Year 1971 - cont'd)

County	Local Sources Rank	Local Sources Percent	State Sources Rank	State Sources Percent	Federal Sources Rank	Federal Sources Percent
68. Moniteau	50	58.7	61	34.9	85	6.4
69. Monroe	43	59.6	80	32.4	56	8.0
70. Montgomery	22	62.3	89	31.0	79	6.7
71. Morgan	35	60.5	59	35.2	103	4.3
72. New Madrid	98	38.5	60	35.1	4	26.4
73. Newton	113	19.5	1	69.7	38	10.8
74. Nodaway	28	61.3	106	27.8	35	10.9
75. Oregon	103	35.7	18	47.5	14	16.8
76. Osage	81	45.8	112	24.9	2	29.3
77. Ozark	104	35.0	21	46.7	11	18.3
78. Pemiscot	106	33.9	33	41.4	5	24.7
79. Perry	40	59.8	78	32.8	66	7.4
80. Pettis	61	55.1	44	38.3	81	6.6
81. Phelps	92	41.2	30	43.8	19	15.0
82. Pike	19	63.5	100	29.2	70	7.3
83. Platte	23	62.6	66	34.0	109	3.4
84. Polk	80	46.2	23	45.6	57	8.0
85. Pulaski	114	15.3	8	51.5	1	33.2
86. Putnam	54	57.8	63	34.6	63	7.6
87. Ralls	30	61.2	67	33.9	97	4.9
88. Randolph	53	58.0	86	31.4	40	10.6
89. Ray	67	53.2	55	35.4	64	7.6
90. Reynolds	74	50.4	3	54.0	22	14.2
91. Ripley	112	23.3	41	39.2	7	22.7
92. St. Charles	26	61.9	62	34.7	111	3.4
93. St. Clair	72	51.6	73	33.3	18	15.1
94. St. Francois	77	47.7	31	43.6	51	8.7
95. Ste. Genevieve	21	62.7	99	29.2	55	8.1
96. St. Louis	1	72.4	114	24.2	110	3.4
97. Saline	15	64.1	93	30.5	91	5.4
98. Schuyler	70	52.8	57	35.3	28	11.9
99. Scotland	5	66.9	104	28.3	99	4.8
100. Scott	89	42.3	35	40.0	13	17.3
101. Shannon	110	29.4	7	51.9	10	18.7
102. Shelby	10	64.6	92	30.9	102	4.5

(Fiscal Year 1971 - cont'd.)

County	Local Sources Rank	Local Sources Percent	State Sources Rank	State Sources Percent	Federal Sources Rank	Federal Sources Percent
103. Stoddard	88	42.4	34	40.8	15	16.8
104. Stone	86	43.0	20	46.9	42	10.1
105. Sullivan	44	59.6	79	32.6	61	7.8
106. Taney	69	53.0	50	36.9	43	10.1
107. Texas	105	34.4	6	52.3	23	13.3
108. Vernon	16	64.0	101	28.8	71	7.2
109. Warren	45	59.5	48	37.4	113	3.1
110. Washington	75	49.8	36	40.4	46	9.8
111. Wayne	102	35.8	22	46.3	12	17.9
112. Webster	87	42.7	11	50.2	73	7.1
113. Worth	52	58.2	90	30.9	37	10.9
114. Wright	109	31.2	5	51.8	17	16.0

Part IV

APPENDIX C

Projection of Statewide Sources

INTRODUCTION

PART I ASSESSED VALUATION OF PROPERTY IN STATE OF MISSOURI

PART II ACTUAL RECEIPTS FOR 1972 PRODUCED BY LOCAL TAX LEVIES WITHIN EACH SCHOOL DISTRICT

PART III INCOME POTENTIAL OF $3.00, $3.25, $3.50, AND $3.75 STATEWIDE TAX LEVIES FOR TEACHERS, INCIDENTAL, AND BUILDING FUNDS

PART IV INCOME POTENTIAL OF $.40, $.45, $.50, AND $.55 STATEWIDE TAX LEVIES FOR DEBT SERVICE

PART V FINDINGS

Introduction

The receipts from different tax levies on a statewide basis had special interest in view of possible changes in administering the property tax for school purposes. In discussing possible changes, there was concern expressed on the matter of equitable assessment of property. It was estimated that a statewide program of assessment could be reasonably expected to increase assessed valuation in the state by about 15 percent. It was the consensus that the assessment of properties should be conducted on the county level and the State Tax Commission have supervisory control and be authorized to issue guidelines.

Statistical Report III was prepared to furnish data relevant to inquiries of this type. The report is divided into five parts: Assessed valuation of property in Missouri; actual receipts produced by local tax levies; income potential of selected statewide levies for teachers, incidental, and building funds; income potential of selected statewide levies for debt service; and Findings which enhance understanding of the data and point to implications.

Part I

ASSESSED VALUATION OF PROPERTY IN STATE OF MISSOURI

	Actual December 1971	Estimate For December 1972	15 Percent Increase Applied To Estimate For December 1972
Real and Personal Property	$10,367,319,723	$10,782,012,512	$12,399,314,389
Railroad & Utility	1,402,656,676	1,500,842,643	1,500,842,643
Total	$11,769,976,399	$12,282,855,155	$13,900,157,032

Part II

ACTUAL RECEIPTS FOR 1972 PRODUCED BY LOCAL TAX LEVIES WITHIN EACH SCHOOL DISTRICT[1]

	1972	
	$3.18 Levy For Teachers, Incidental and Building	$.43 Levy For Debt Service
Current Taxes	$323,495,799	$46,192,242
Delinquent Taxes	12,720,183	1,898,831
Merchants and Manufacturers Taxes	20,192,889	2,609,486
Railroad and Utilit. Taxes	46,804,466	6,606,679
Total	$403,213,337	$57,307,238

[1]The arithmetic average tax levies for 1971 were $3.09 for operating purposes and $.39 for debt service.

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Part III

INCOME POTENTIAL OF $3.00, $3.25, $3.50, AND $3.75 STATEWIDE TAX LEVIES FOR TEACHERS, INCIDENTAL, AND BUILDING FUNDS

Levy For Teachers, Incidental, and Building Funds	*Receipts of Taxes Based On December 1972 Estimated Assessment	*Receipts of Taxes Based on 15 Percent Increase Applied to Estimated 1972 Assessment
$3.00	$362,637,089	$406,304,240
$3.25	$390,273,513	$437,579,593
$3.50	$417,909,937	$468,854,946
$3.75	$445,546,361	$500,130,300

*Income Potential is based on estimated assessment and a 90 percent rate collection.

Part IV

INCOME POTENTIAL OF $.40, $.45, $.50, AND $.55
STATEWIDE TAX LEVIES FOR DEBT SERVICE

Levy For Teachers, Incidental and Building Funds	*Receipts of Taxes Based On December 1972 Estimated Assessment	*Receipts of Taxes Based on 15 Percent Increase Applied To Estimated 1972 Assessment
$.40	$48,818,279	$54,640,566
.45	54,345,564	60,895,636
.50	59,872,848	67,150,707
.55	65,400,133	73,405,777

*Income Potential is based on estimated assessment and a 90 percent rate collection.

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Part V

FINDINGS

1. Using fiscal year 1972 as a base year for actual receipts, an estimate of increase in receipts based on growth can be made. Levying a $3.75 statewide tax levy in fiscal 1973 could produce revenue of $445,546,361.
2. The effect of statewide reassessment of property could result in additional receipts of $54,583,939 or total revenue of $500,130,300 in FY 1973.
3. A statewide reassessment resulting in an average increase of 15 percent in property assessment would result in an approximate increase of 12 percent in total receipts. The increase in assessments was not applied to railroad and utility property in the calculations because the assumption was that assessments have been updated. In this research, this industry was found to be growing at about seven percent.
4. State average assessed valuation per ADA of $10,823 in FY 1971 increased to $11,140 in FY 1972.

5. In 1971, there were 481 six-director districts enrolling 882,843 students with an ADA of 820,653, which have levies higher than $2.75. There were 380 six-director districts enrolling 803,108 students with an ADA of 681,528 which have levies higher than $3.00. The operating levy referred to in these data includes teachers, incidental, building.
6. There were 504 of the total 606 six-director districts which recorded debt service levies. The range of these levies for debt service was 0 - $1.50.

Part IV

APPENDIX D

Equalizing Costs

STATISTICAL REPORT IV

CONTENTS OF REPORT

EQUALIZING COST OF EDUCATION*

$1906.43----------$406.63

PART I SUMMARY OF FORMULA

PART II SELECTED PERCENTILES

PART III LISTING OF DISTRICTS IN RANK ORDER TO FIFTIETH PERCENTILE

*There was essential agreement in the Committee that each child should have equal access to the wealth of the state insofar as educational opportunities are concerned. The State Department of Education engaged in a study to determine the amount of money that would be required in the state to equalize costs of education at specific percentile levels.

Equalizing Cost of Education

The 1971 current expenditures per ADA for the 459 public high school districts of Missouri ranged from a high cost in Clayton of $1,906.43 per ADA to a low cost in Republic R-III of $460.63 per ADA. This report shows the amount required in the state to equalize costs of education at specific percentile levels.

The following method was applied: The 459 high school districts were arranged in rank order using the average current cost per ADA as the ranking factor. Due to the fact that different ADA data at various points on the scale would create variables, the current cost per ADA was multiplied by the total ADA at given levels thus converting the per pupil cost to total dollar expenditures for current purposes making it possible to work with amounts of money from this point on. The most obvious breaking point near the ninetieth percentile occurred between Tri-County at $901.68 and Kansas City at $895.61 at the ninety-second percentile level. The current cost per ADA ($901.68) at the ninety-second percentile level was multiplied by 850,297.96 (ADA of all districts below this level). From this product was subtracted the amount the districts below the ninety-second percentile level spent for current operations ($607,250,522.04) indicating an additional $159,446,142.53 would be needed to equalize current costs to the ninety-second percentile. This same method was applied at the eightieth, sixty-sixth, and fiftieth percentile levels.

Leveling to the eightieth percentile would cost an additional $129,052,335.32 based on current programs statewide. It would cost $109,903,297.92 to level to the sixty-sixth percentile and $57,639,689.94 at the fiftieth percentile.

This study contains three parts. Part I contains a summary of the formula, Part II shows the selected percentiles, cost per ADA at each selected percentile level, number of districts above each

percentile level, amount of ADA above each percentile level. Part III is a partial listing of the 459 high school districts in rank order (cost per ADA used as ranking factor), ADA, and the amount of money spent for current expenditures. Current expenditures may be defined as costs of administration, instruction, attendance services, health services, pupil transportation, operation of plant, maintenance of plant, and fixed charges. Current expenditures ÷ average daily attendance = current cost per ADA.

Part I

Percentile Level	Current Cost Per ADA At % Level	Additional Funds Needed to Bring All High School Districts Up To Percentile
		ADA
92	$901.68	850,297.96 x $901.68 = $766,696,664.57 Amt. Spending Currently 607,250,522.04 Additional Amt. Needed $159,446,142.53
80	$862.92	756,684.83 x $862.92 = $652,958,473.50 Amt. Spending Currently 523,906,138.18 Additional Amt. Needed $129,052,335.32
66	$837.47	649,559.95 x $837.47 = $543,986,971.33 Amt. Spending Currently 434,083,673.41 Additional Amt. Needed $109,903,297.92
50	$749.95	513,786.06 x $749.95 = $385,313,855.70 Amt. Spending Currently 327,674,165.76 Additional Amt. Needed $ 57,639,689.94

Current Cost per ADA includes costs of Administration, Instruction, Attendance Services, Health Services, Pupil Transportation, Operation of Plant, Maintenance of Plant, and Fixed Charges.

Part II

Percentile	Cost Per ADA at % Level	Number of Dist. Spending Above % Level	Total Number of ADA Above % Level
92	$901.68	22	45,876.64
80	862.92	37	139,489.77
66	837.47	45	246,614.65
50	749.95	111	382,388.54
	460.63	459	

Part III

SIX-DIRECTOR HIGH SCHOOL DISTRICTS

1970-71 SCHOOL YEAR

District Name	Average Daily Attendance	Current Cost Per ADA	Total Amount Expended For Current Costs
Clayton	2,197.20	$1,906.43	$4,188,808.00
Ladue	5,520.54	1,389.13	7,668,747.73
Stet	124.53	1,298.45	161,695.98
Martinsville	84.37	1,146.75	96,751.30
Brentwood	1,616.78	1,142.68	1,847,462.17
University City	6,836.89	1,106.00	7,561,600.34
Wyaconda	143.91	1,077.12	155,008.34
Wellston	1,873.75	1,053.75	1,974,464.06
Jennings	2,811.27	1,020.48	2,868,844.81
Maplewood-Richmond Heights	2,697.88	998.15	2,692,888.92
Bunceton	192.17	987.31	189,731.36
Webster Groves	7,273.29	974.52	7,087,966.57
Affton	4,002.79	970.64	3,885,268.09
Kirkwood	8,381.99	949.76	7,960,878.82
Lafayette County R-X	474.18	947.42	449,247.62
Concordia	375.16	938.70	352,162.69
Winston	157.53	931.84	146,792.76
Climax Springs	172.50	924.37	159,453.83
Northwestern	362.37	920.59	333,594.20
Ravanna	86.47	919.92	79,545.48
Macon County R-IV	222.89	916.41	204,258.62
Tri-County	268.18	901.68	241,812.54
Ninety-second Percentile			
Kansas City	60,803.72	895.61	54,456,419.67
Berkeley	4,713.76	893.23	4,210,471.84
Normandy	8,251.26	887.35	7,321,755.56
Gilman City	235.36	884.67	208,215.93
Washington	2,847.45	884.63	2,518,939.69
Iron County C-4	728.13	880.46	641,089.34
Nodaway-Holt	539.76	875.67	472,651.64
Pattonville	10,795.29	875.64	9,452,787.74
School of the Osage	701.67	867.66	608,810.99
Bunker	432.40	866.86	374,830.26
Craig	250.70	866.73	217,289.21
Lesterville	324.70	865.90	281,157.73
Gorin	113.71	864.62	98,315.94
Norborne	373.16	864.43	322,570.70
Charleston	2,502.06	862.92	2,159,077.62
Eightieth Percentile			

District Name	Average Daily Attendance	Current Cost Per ADA	Total Amount Expended For Current Costs
Knox County R-I	1,084.91	$857.28	$ 930,071.64
Bogard	137.59	857.22	117,944.90
Jameson	139.23	847.27	117,965.40
Hume	144.80	845.42	122,416.82
Lindberg	11,018.52	844.83	9,308,776.25
North Mercer	210.23	840.10	176,614.22
Ridgeway	179.53	838.68	150,568.22
St. Louis City	94,210.07	837.47	78,898,107.32
	Sixty-sixth Percentile		
West Nodaway	582.53	837.16	487,670.81
Malta Bend	246.91	835.85	206,379.72
Everton	180.33	833.41	150,288.83
South Holt	471.74	830.47	391,765.92
North Nodaway	409.73	828.66	339,526.86
Prairie Home	167.05	826.26	138,026.73
Pemiscot County C-7	671.81	824.75	554,075.30
Hermitage	152.72	822.51	125,613.73
Platte City	1,155.16	821.69	949,183.42
Silex	301.84	817.54	246,766.27
Bosworth	195.87	814.36	159,508.69
Princeton	622.27	808.42	503,055.51
Sheridan	163.90	806.90	132,250.91
Mehlville	10,181.96	805.70	8,203,605.17
South Nodaway	261.49	804.69	210,418.39
Tina-Avalon	230.60	803.70	185,333.22
Rockwood	7,726.01	803.43	6,207,308.21
Mound City	406.95	802.71	326,662.83
St. Charles	7,587.05	802.19	6,086,255.64
Tunas	148.94	798.30	118,898.80
Center	5,226.59	797.18	4,166,533.02
Warrensburg	1,740.20	797.06	1,387,043.81
Lexington	1,368.91	795.52	1,088,995.28
Cainsville	202.50	796.41	161,273.03
Metz	158.95	794.66	126,311.21
Louisiana	1,233.63	794.34	979,921.65
Cape Girardeau	4,929.95	792.69	3,907,922.07
Chamois	312.30	790.81	246,969.96
Shelby County C-1	523.13	788.90	412,697.26
Maryville	1,443.08	788.16	1,137,377.93
New Madrid	4,687.46	786.35	3,685,984.17
Knob Noster	2,211.47	785.49	1,737,087.57
Parkway	18,272.89	784.57	14,336,361.31
Callao	140.60	784.38	110,283.83
North Harrison	386.99	784.24	303,493.04
North Pemiscot	1,056.20	783.87	827,923.49
Hancock Place	2,042.88	783.83	1,601,270.63
Albany	654.59	783.60	512,936.72
Ferguson	16,982.71	780.29	13,251,438.79
Dadeville	135.39	778.97	105,464.75

District Name	Average Daily Attendance	Current Cost Per ADA	Total Amount Expended For Current Costs
Macks Creek	224.73	$776.74	$ 174,556.78
Osborn	178.12	771.12	137,351.89
Bloomfield	727.56	770.25	560,403.09
Rock Port	681.76	769.96	524,927.93
Bell City	480.99	768.06	369,429.18
Schuyler County R-I	1,018.01	767.99	781,821.50
Walker	230.52	767.87	177,009.39
Greenfield	494.39	766.64	379,019.15
Wentzville	2,225.40	765.00	1,702,431.00
South Harrison	1,067.09	764.80	816,110.43
Montrose	182.57	763.46	139,384.89
Riverview Gardens	8,723.35	762.91	6,655,130.95
North Callaway	1,014.78	761.92	773,181.18
Ritenour	12,054.62	761.55	9,180,195.86
Bronaugh	252.13	761.33	191,954.13
Tarkio	717.35	760.55	545,580.54
Perryville	1,770.71	758.79	1,343,597.04
Coffey	108.18	758.07	82,008.01
Keytesville	398.29	756.99	301,501.55
Ste. Genevieve	1,673.63	756.98	1,266,904.44
Senath	1,386.66	756.15	1,048,522.96
Braymer	430.57	755.76	325,407.58
Windsor	738.77	753.62	556,751.85
Browning	433.99	753.18	326,872.59
Plattsburg	775.69	751.74	583,117.20
Marshall	2,208.75	749.95	1,656,452.06

Fiftieth Percentile

Those districts shown below rank as the lowest in the state and are shown to illustrate the statewide range of cost per ada

Leopold	233.67	497.42	116,232.13
St. Elizabeth	410.60	494.84	203,181.30
Richland R-IV	736.82	493.43	363,569.09
St. James	1,414.47	491.16	694,731.09
La Monte	382.39	490.24	187,462.87
Seneca	1,363.69	487.38	664,635.23
Willard	1,970.28	485.70	956,965.00
Marion C. Early	541.20	483.18	261,497.02
Billings	359.60	478.95	172,230.42
Strafford	763.08	473.27	361,142.87
Republic R-III	1,435.12	460.63	661,059.33

Part IV

APPENDIX E

Comparison of Assessed Valuation, Current Cost, & Tax Levies 1971-72

STATISTICAL REPORT V

CONTENTS OF REPORT*

PART I HIGHEST AND LOWEST ASSESSED VALUATION PER ADA - 1971-72

PART II HIGHEST AND LOWEST CURRENT COST PER ADA - 1971-72

PART III HIGHEST AND LOWEST TAX LEVIES - 1971-72

*Statistical Report V, a study of the differences in assessed valuation per ADA, tax levy, current cost per ADA among school districts of the state, shows a wide range of difference on all three measures. Other pertinent data items have been shown for the benefit of the reader as he studies the differences in a particular category. To make those differences more visible, Statistical Report V was prepared about selected school districts.

Part I of this report compares the highest 13 high school districts of the state with the 13 lowest in terms of assessed valuation per ADA. Part II compares the 13 high school districts with the highest current cost per ADA with 13 districts having the lowest cost. Part III compares the 13 districts with the highest total tax levies with the 13 districts showing the lowest total levies.

Part I

SIX-DIRECTOR HIGH SCHOOL DISTRICTS
WITH HIGHEST AND LOWEST ASSESSED VALUATION PER ADA
1971-72

County	District Name and Number	Valuation Per ADA	1971-72 Tax Levy
St. Louis	Clayton	$50,693.89	$3.69
St. Louis	Ladue	31,536.84	4.30
Iron	Iron Co. C-4	28,206.95	2.65
St. Louis	Brentwood	27,294.67	4.03
Harrison	Martinsville R-IV	26,053.16	3.40
St. Louis	Berkeley	23,631.16	3.80
Reynolds	Lesterville R-IV	22,110.76	3.45
St. Louis	Jennings	22,107.98	4.05
Mercer	Ravanna R-IV	21,929.93	2.90
Lafayette	Lafayette Co. R-X (Alma)	21,774.60	2.96
Miller	School of the Ozarks R-II	20,021.53	3.00
Marion	Marion R-II	19,915.16	3.60
St. Louis	Maplewood-Richmond Heights	19,984.09	4.13
Pemiscot	Hayti R-II	3,798.55	3.80
St. Louis	Kinloch	3,732.63	4.97
Dunklin	Malden R-I	3,686.24	3.90
Carter	East Carter R-II	3,615.52	3.05
Phelps	Newburg R-II	3,486.09	3.75
Barry	Southwest R-V	3,390.71	3.70
Pulaski	Waynesville R-VI	3,321.39	4.00
Pulaski	Crocker R-II	3,306.68	3.50
St. Francois	Leadwood R-IV	3,207.92	3.45
Newton	Seneca R-VII	3,083.25	3.50
Miller	St. Elizabeth R-IV	3,078.42	3.60
Shannon	Winona R-III	2,914.62	4.00
Bollinger	Leopold R-III	2,803.33	3.50

Part II

SIX-DIRECTOR HIGH SCHOOL DISTRICTS WITH
HICHEST AND LOWEST CURRENT COST PER ADA - 1971-72

County	District Name and Number	Current Cost Per ADA	1971-72 Levy	Assessed Valuation Per ADA
St. Louis	Clayton	$2,048.14	$3.69	$50,693.89
St. Louis	Ladue	1,461.50	4.30	31,536.84
St. Louis	Brentwood	1,239.54	4.03	27,294.67
Ray	Stet R-XV	1,217.41	3.50	17,722.36
St. Louis	University City	1,207.82	5.44	18,144.41
Harrison	Martinsville R-VI	1,185.69	3.40	26,053.16
St. Louis	Wellston	1,163.61	5.47	12,526.21
Clark	Wyaconda C-1	1,137.63	3.90	11,540.23
Macon	Elmer C-1	1,112.60	3.50	16,991.03
St. Louis	Jennings	1,106.98	4.05	22,107.98
Harrison	Cainsville R-I	1,095.06	4.05	11,819.77
St. Louis	Maplewood-Richmond Heights	1,093.21	4.13	19,984.09
Lafayette	Lafayette County R-X (Alma)	1,066.42	2.96	21,774.60
Lawrence	Miller R-II	567.39	3.50	7,462.32
Newton	R-VII (Seneca)	563.51	3.50	3,083.25
Randolph	Higbee R-VIII	562.75	3.32	6,619.31
Boone	Harrisburg R-VIII	561.70	3.75	5,794.87
Christian	Ozark R-VI	555.12	3.75	6,411.73
Boone	Hallsville R-IV	545.59	4.42	5,668.18
Christian	Sparta R-III	542.08	4.25	4,608.06
Stone	Blue Eye R-V	534.91	3.50	6,934.03
Greene	Walnut Grove R-V	533.30	3.00	5,902.46
Greene	Willard R-II	529.95	2.90	6,645.53
Christian	Billings R-IV	504.69	3.75	6,164.47
Greene	Republic R-III	497.97	2.80	6,518.13
Greene	Strafford R-VI	492.25	3.75	5,189.56

Current Expenditures may be defined as <u>including</u> (costs of Administration, Instruction, Attendance Services, Health Services, Pupil Transportation, Operation of Plant, Maintenance of Plant, and Fixed Charges) and <u>excluding</u> (costs of Food Services, Student Body and Community Activities, Capital Outlay, and Debt Service).

Current Expenditures ÷ Average Daily Attendance = Current Costs per ADA

Part III

SIX-DIRECTOR HIGH SCHOOL DISTRICTS
WITH HIGHEST AND LOWEST TAX LEVIES
1971-72

County	School District	Tax Levy	Assessed Valuation Per ADA	Current Cost Per ADA
Jackson	Hickman Mills C-1	$5.99	$6,293.25	$712.47
Cass	Belton 124	5.96	3,207.24	710.66
Jackson	Grandview C-4	5.81	7,668.74	705.43
Clay	Liberty 53	5.80	7,778.28	736.15
Jackson	Raytown C-2	5.75	7,051.92	775.75
St. Louis	Parkway	5.57	13,791.17	877.78
Jefferson	Hillsboro R-III	5.55	4,394.90	619.57
St. Charles	St. Charles	5.53	8,832.22	873.75
St. Louis	Wellston	5.47	12,526.21	1,163.61
Jackson	Blue Springs R-IV	5.45	6,851.73	675.28
St. Charles	University City	5.44	18,144.41	1,207.82
St. Charles	Wentzville R-IV	5.43	8,939.93	802.10
St. Louis	Ferguson R-II	5.31	10,151.50	859.90
Osage	Chamois R-I	2.65	14,930.47	793.89
Johnson	Knob Noster R-VIII	2.65	2,826.51	686.25
Caldwell	Braymer C-4	2.65	13,481.38	736.58
Carroll	Bogard R-IV	2.65	17,472.93	933.60
Barton	Liberal R-II	2.65	12,102.96	691.49
Chariton	Northwestern R-I	2.52	18,208.62	1,051.59
Marion	Palmyra R-I	2.50	13,567.54	628.77
Osage	Westphalia R-III	2.43	7,904.43	701.82
Barton	Cole Camp R-I	2.40	12,210.30	644.61
Chariton	Salisbury R-IV	2.36	14,847.44	749.28
Pettis	LaMonte R-IV	2.30	8,459.40	481.08
Worth	Worth R-I	2.20	18,619.33	926.81

PART V

Distribution of Funds

Introduction

The Distribution of Funds Study Committee was assigned the responsibility of studying the various plans by which funds may be distributed to local school districts and recommending ways that such distribution could best be made to promote equality of educational opportunity to a maximum degree. Disparities in wealth among school districts of the state clearly demonstrate that locally derived funds are not sufficient to provide equal educational opportunities in all school districts. The availability of financial resources on a state basis does not guarantee equity in educational opportunities unless a fair and realistic means of distributing such funds to local school districts, based upon the needs of the children in each district, can be determined. Thus, an equitable plan for distribution of funds to local districts becomes a central problem in state school finance, particularly so since the courts in several states have ruled against distribution based upon wealth of the local district.

Committee members quickly recognize the close relationship of their work with that of the three other Study Committees, which were working concurrently on problems of Sources of Funds District Structure, and Educational Programs. The work of the four Study Committees was correlated as much as possible throughout the course of the study.

Members of Distribution of Funds Study Committee

The 27 members of this Committee represent many facets of the society and a variety of geographic locations. These varied backgrounds provide a wealth of knowledge and a variety of viewpoints in regard to the problem. All members were encouraged to participate freely in the discussion and to present any written information which they felt would be of assistance in the exploration of the various forces affecting distribution of funds.

The Committee was composed of one tax expert, one banker, three businessmen, one labor representative, one farm representative, seven legislators, three school board members, six educators, one PTA representative, and three members of the Steering Committee.

**Mr. John W. Alberty
State Department of Education
Jefferson City, Missouri

Mr. Ward Barnes
Retired Superintendent
Normandy, Missouri

Mr. Milton Bierbaum
Retired Superintendent
Chesterfield, Missouri

Mr. Ed Bihr
School Board Member
Columbia, Missouri

Representative Fred Copeland
New Madrid, Missouri

Miss Polly Copper
Elementary Teacher
Springfield, Missouri

Mr. Richard Dunlop,
Executive Director
Metropolitan Association for Philanthrophy
St. Louis, Missouri

Dr. Robert D. Elsea,
Executive Director
Cooperating School Districts of the St. Louis Suburban Area
St. Louis, Missouri

Mr. Emmett Green
Former Board Member
Joplin, Missouri

*Dr. Glen Hanks, Secretary Board of Education
Kansas City, Missouri

Mr. Ed Hayward, Executive Vice President
Greater St. Louis Automotive Association
St. Louis, Missouri

Mr. Don Hill
National Farm Association
Phillipsburg, Missouri

Representative Richard Rabbitt
St. Louis, Missouri

*Dr. Sam Lawson, Treasurer
St. Louis City School District
St. Louis, Missouri

Mr. Wallace D. Schoenbeck
Labor Representative
St. Louis, Missouri

*Dr. Jay Moody, Assistant Superintendent
Ritenour School District
Overland, Missouri

Senator William B. Waters
Liberty, Missouri

Dr. Frank Heagerty
Professor of Education
University of Missouri
Columbia, Missouri

Mr. Henry Poindexter
Banker
Kansas City, Missouri

Representative Ray James
Kansas City, Missouri

Mr. Charles E. Riordan, President
Hicks-Ashby Company
Kansas City, Missouri

Senator Norman Merrell
Monticello, Missouri

Senator Franklin Payne
St. Louis, Missouri

Dr. Ray Henry, President
Jefferson College
Hillsboro, Missouri

Mr. Frank Hoffman
School Board Member
Trenton, Missouri

Mr. Bob Rankin
Businessman
Tarkio, Missouri

Representative Carroll McCubbi
Eldon, Missouri

Mrs. Lee Roy Schulenberg, President
Missouri Congress of Parents an Teachers
Independence, Missouri

Mr. Oral Spurgeon, Superintendent
Special School District of St. Louis County
Rock Hill, Missouri

*Member of Steering Committee
**Chairman, Study Committee on Distribution of Funds

Plan of Procedure

Early in the study a consensus was reached concerning the plan of procedure to be followed. This plan followed a logical progression of steps leading to a clearer definition of the problem and the alternatives available for its solution.

Steps in the plan of procedure were as follows:

1. The background to the present distribution formula was examined beginning with the institution of the first Foundation Program in 1955 and the various improvements to that formula leading to the adoption of the present formula in 1969.
2. Data relevant to the application of the present formula and its accompanying categorical aids (exceptional pupil aid, transportation aid, and abandonment building aid) were examined in detail.
3. Distribution plans from other states were examined along with the findings of the National Educational Finance Project.
4. Data indicating the numbers of pupils enrolled, the average daily attendance, and the latest distribution of state funds per pupil in average daily attendance for each

district in the State were examined.

5. The implications of recent court decisions upon the present methods of distribution were examined for relevancy.

6. Distribution of funds to the community colleges were evaluated.

7. Assumptions and conclusions were drawn based upon available data.

8. Recommendations were formulated, reduced to written form, and reviewed.

Assumptions

In order for the Committee to proceed with its study, it was necessary that some assumptions be made. These assumptions were made to establish limits within which to work.

The major assumptions were:

1. That distribution of state funds is to be designed to include preschool through the community college level.

2. That categorical aids such as pupil transportation services and abandonment building aid should be provided under a separate formula.

3. That the state has an obligation to provide a greater portion of the funds necessary to operate the public schools.

4. That some change must be made in the distribution formula.

5. That it is essential for any proposal to provide for equalization among school districts.

6. That local control and initiative are desirable and should be provided for in the formula.

7. That decisions concerning bond issues and debt service should be left with local districts.

8. That federal money will continue to be available for certain categories of educational programs and that full utilization should be made of these funds. Such funds, however, should not affect the distribution of state funds.

9. That the present practice of locally assessed tax levies is legal and will continue to be a major source of revenue for education unless changes are made in our statutes by future legislative sessions.

Major Questions of Concern

During the course of the study, a number of important questions were asked. The pursuit of the answers to these questions led the Committee to the eventual conclusions and recommendations recorded elsewhere in this chapter.

The major questions which affected the course of the study were as follows:

1. Should the Committee consider full equalization which would mean full state funding of school operational costs?

2. Should there be a drastic change in the method of distribution?

3. Should the basis for apportionment be numbers of children or educational programs?

4. How much money can be expected at the state level to finance the

School Foundation Program?

5. Is it feasible for the Committee to recommend a weighted-pupil formula without sufficient time to develop back-up data to substantiate the decision regarding weight assignment?

6. Should school district eligibility for state funds be predicated upon the maintenance of a minimal educational program?

7. Is it possible to use a variation of the present formula to accomplish greater equalization, allow for local autonomy, and satisfy possible objections of the courts?

8. Should the formula for distribution of funds contain provisions for services such as school food services, special education, and pupil transportation, or could these best meet the needs of the children if retained as categorical aids?

How the Committee Worked

Regular monthly meetings were scheduled for the Committee. Each meeting consisted of two two-hour sessions during which members and personnel of the State Department of Education presented materials for Committee consideration.

Soon after the first meeting, the minutes of the meeting along with materials for consideration during the next meeting were forwarded to each member. A similar pattern was followed throughout the course of the study. At least one week prior to the meetings further information and the agenda for the upcoming meeting were forwarded as a reminder of the meeting and to allow time for review of the study materials.

Committee members were encouraged to present information which could be of interest to the subject under consideration. Several members made presentations and others prepared written reports or referred the Committee to materials which have been prepared by writers and researchers.

Representatives of the School Finance and Statistics Section of the State Department of Education presented information regarding the methods of fund distribution utilized in Minnesota and New Mexico. It was determined that portions of both plans might be of limited value in the development of a formula for Missouri.

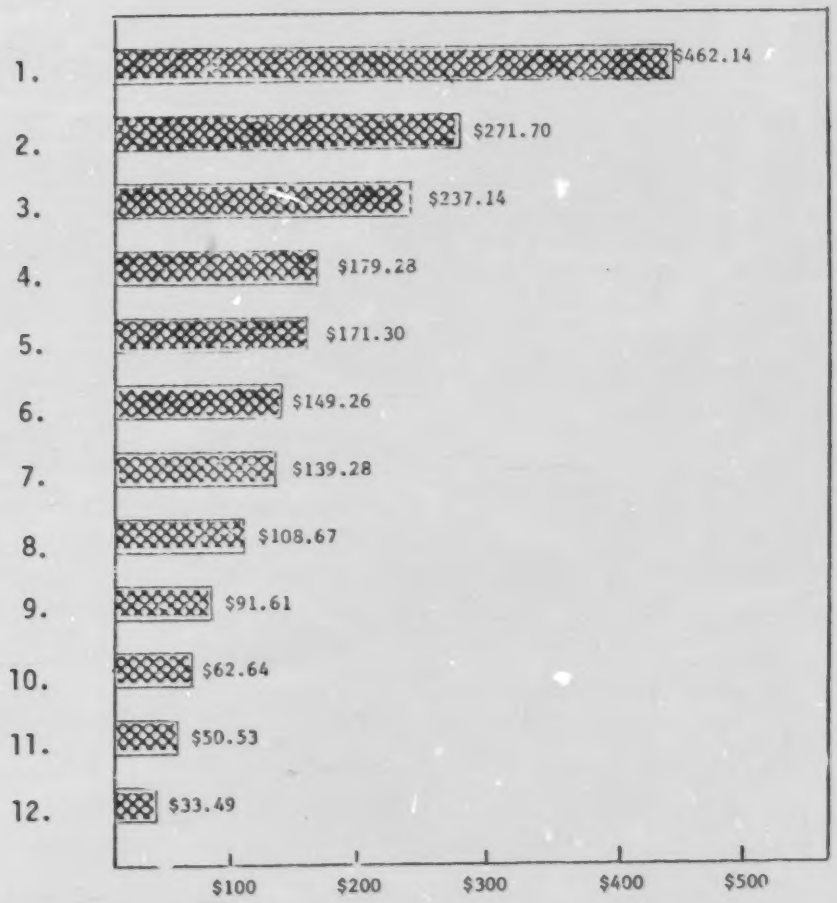
In order for some concept of various forms of school district financing to be developed, four models illustrating different methods were studied. In order that these models be as realistic as possible, data from 12 selected Missouri school districts were used. Each of these districts enrolled more than 1,500 pupils and maintained educational services which qualified them for AAA classification.

The first model illustrates the discrepancies which would be evident if each district could operate on the funds derived from a $1.00 local tax levy. One readily observes one district with $462.12 per pupil and one district with as little as $33.49 per pupil. There is no evidence of equality in this model.

PART V-Figure 1

COMPLETE LOCAL–SUPPORT MODEL

BASED UPON $1.00 LEVY – 1970-71 DATA



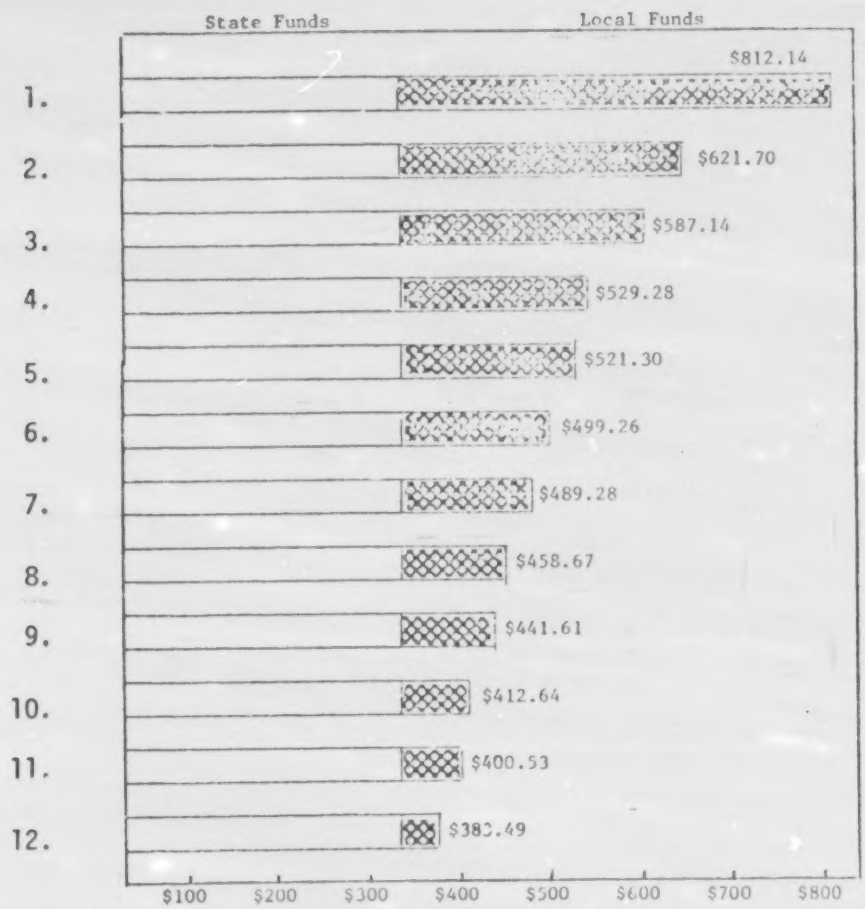
The second model illustrates the effects of a program whereby a flat-grant or a stipulated amount per pupil is provided by the state agency. In this model, a state aid flat-grant of $350 per pupil is allowed plus the revenue produced by a $1.00 local tax levy. The only change between this model and the previous model is that there are $350 more per pupil available for each school district. There is no evidence of equalization in this model.

PART V - Figure 2

FLAT-GRANT MODEL

Local tax levy of $1.00

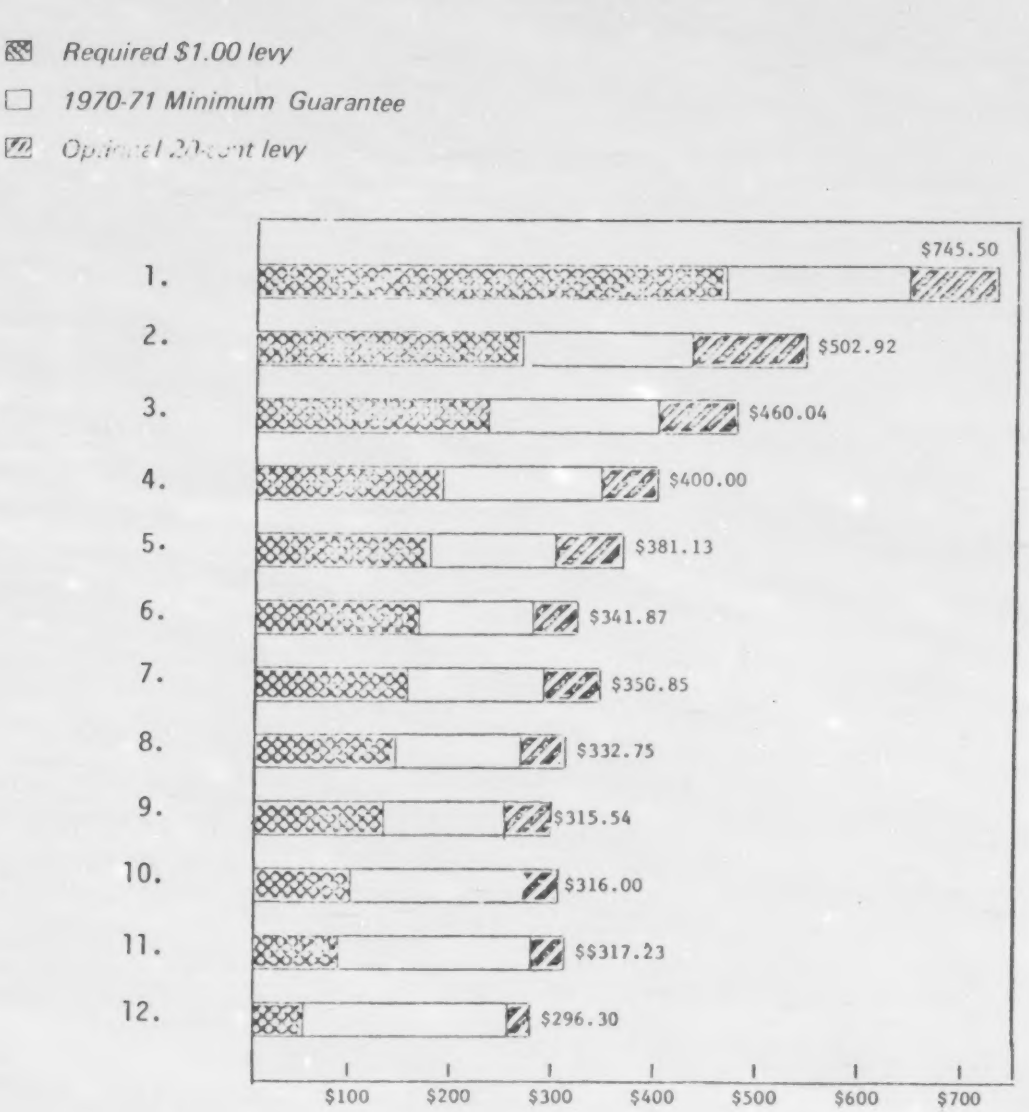
Flat-grant of $350 per ADA



The third model illustrates a method whereby each district utilizes revenue from a required $1.00 levy plus the actual apportionment under the present School Foundation Program formula plus the revenue from an optional 20-cent levy. Here we can observe the effects of the present formula which makes some progress toward equalization but unfortunately, for the children in most of the sample districts, falls short of the goal.

PART V - Figure 3

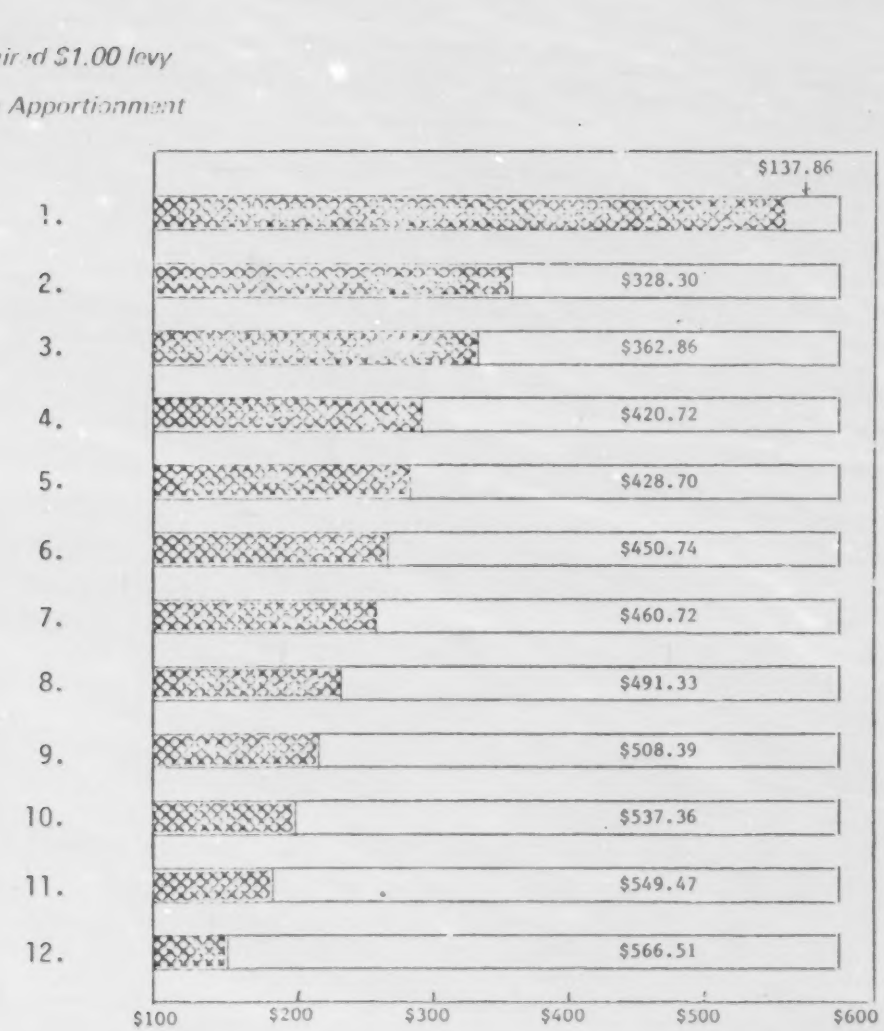
EQUALIZATION MODEL WITH SUBSTANTIAL LOCAL FLEXIBILITY



The fourth model illustrates what would happen in these districts as a result of complete equalization with no local option. All districts would be equalized at the $600-per-pupil level. Each would be required to assess a $1.00 levy and would receive state funds in an amount necessary to guarantee the funding level of $600. Fund distribution through a method provided in this model would simplify the process but would leave little leeway for local decision making.

PART V - Figure 4

EQUALIZATION MODEL WITH NO LOCAL FLEXIBILITY



A variety of materials was provided to illustrate the existing conditions which cause problems of financing public education in Missouri. The wide disparity of wealth per pupil was illustrated by a table which had been prepared from data supplied by all local districts for the 1970-71 school year. From this table, it was obvious that each school district was different in its ability and willingness to support the operation of its schools.

Data in Table 1 show that the assessed valuation per pupil in average daily attendance varies from a high of $49,476 to a low of $2,603. the current expenditures per pupil in average daily attendance vary from a high of $1,906 to a low of $394 per $100 assessed valuation.

The diverse abilities of the various districts indicate the serious need for a method of state fund distribution which will have the effect of equalizing the wealth available to each pupil. Data similar to that presented in Table 1 are shown by county in the appendix of the total report.

Part V

TABLE 1

DEPARTMENT OF EDUCATION

SUMMARY OF DATA OF SCHOOL DISTRICTS IN ALL COUNTIES FOR THE 1970-71 SCHOOL YEAR

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
ADAIR COUNTY									
Novinger R-I	421	420	352.84	23	$ 2,642,3[illegible]	$3.45	$ 219,120	$621.01	$ 7,489
R-III (Kirksville)	3,368	3,049	2,588.35	165	28,610,112	3.85	1,934,844	747.52	11,053
Brashear R-II	375	332	287.48	22	3,288,097	3.50	202,557	704.59	11,438
TOTAL	4,164	3,801	3,228.67	210	$34,540,604		$2,356,520	$729.87	$10,698
ANDREW COUNTY									
North Andrew R-VI	365	393	331.85	20	$ 3,303,620	$3.85	$ 239,393	$721.38	$ 9,955
Avenue City R-IX	143	86	75.91	4	924,320	3.80	42,898	565.11	12,177
Fillmore C-1	191	187	163.49	13	1,995,710	4.00	115,892	708.86	12,207
Savannah R-III	2,404	2,276	2,031.83	109	13,629,970	3.84	1,223,667	602.24	6,708
TOTAL	3,103	2,942	2,603.08	146	$19,853,620		$1,621,849	$623.05	$ 7,627
ATCHISON COUNTY									
Tarkio R-I	869	810	717.35	47	$ 9,224,180	$3.70	$ 545,581	$ 760.55	$12,859
Rock Port R-II	818	820	681.76	42	11,483,957	3.33	524,932	769.96	16,845
Fairfax R-III	447	421	363.16	23	6,472,835	2.95	269,380	741.76	17,824
Westboro R-IV	158	116	69.48	8	2,790,780	3.35	79,787	1,148.34	40,167
TOTAL	2,292	2,167	1,831.75	120	$29,971,752		$1,419,679	$ 775.03	$16,362
AUDRAIN COUNTY									
Hi-Way R-III	180	110	104.30	6	$ 1,609,212	$4.00	$ 65,313	$626.20	$15,429
Community R-VI	864	734	633.46	37	6,415,142	4.10	456,289	720.31	10,127
Vandalia R-I	1,436	1,257	1,118.50	66	9,749,828	3.60	779,291	696.47	8,714
Mexico 59	4,084	3,718	3,233.58	189	25,996,437	4.27	2,266,926	701.05	8,040
TOTAL	6,798	5,900	5,163.65	298	$46,744,586		$3,610,312	$699.17	$ 9,053
BARRY COUNTY									
Wheaton R-III	448	412	350.54	21	$ 1,981,106	$3.50	$ 202,386	$577.35	$ 5,652
Southwest R-V	716	736	593.68	29	2,004,718	3.70	336,614	566.99	3,377
Exeter R-VI	378	346	284.91	16	1,159,028	3.67	151,258	530.89	4,068
R-IV (Cassville)	1,171	1,274	1,070.65	62	5,432,442	3.75	723,122	675.40	5,074
Purdy R-II	587	580	499.56	15	2,390,164	3.67	288,402	577.31	4,785
Golden C-9	79	47	31.07	2	830,803	3.25	16,504	531.17	26,740
Jenkins 35	156	86	77.43	3	5[illegible],741	3.75	33,169	428.37	7,461
Shell Knob 78	103	71	67.77	3	1,429,779	3.67	32,439	478.66	21,098
Monett R-I	1,847	1,624	485.67	82	10,152,940	3.71	902,740	607.63	6,834
TOTAL	5,547	5,176	4,461.28	233	$26,509,426		$2,686,635	$602.21	$ 5,942

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
BARTON COUNTY									
Liberal R-II	650	590	542.12	33	$ 6,346,866	$2.25	$ 355,407	$655.58	$11,707
Golden City R-III	352	388	350.32	23	3,636,621	3.25	232,474	663.60	10 381
Lamar R-I	1,434	1,302	1,124.07	68	9,498,599	3.60	758,499	674.77	8 450
TOTAL	2,436	2,280	2,016.51	124	$19,482,086		$1,346,379	$667.67	$ 9,661
BATES COUNTY									
Miami R-I	413	397	338.56	20	$ 2,871,928	$3.95	$ 218,695	$645.95	$ 8,483
Ballard R-II	247	199	170.89	13	1,942,724	3.75	124,695	729.67	11,368
Adrian R-III	754	703	629.05	34	4,774,932	3.00	356,250	566.32	7,591
Rich Hill R-IV	744	706	586.70	33	5,276,827	3.92	354,063	603.48	8,994
Hume R-VIII	201	197	144.80	13	1,959,792	3.70	122,417	845.42	13,534
Hudson R-IX	155	98	84.10	4	1,982,726	2.00	49,516	588.77	23,576
Butler R-V	1,439	1,301	1,192.17	64	11,205,790	2.99	740,667	621.27	9,399
TOTAL	3,953	3,601	3,146.27	181	$30,014,719		$1,966,302	$624.96	$ 9,540
BENTON COUNTY									
Lincoln R-II	463	457	389.17	23	$ 4,787,550	$3.00	$ 249,414	$640.88	$12,302
Warsaw R-IX	973	1,031	791.53	50	9,634,550	3.40	592,556	748.62	12,172
R-X (Warsaw)	74	51	38.97	2	894,973	1.25	21,878	561.39	22,966
Cole Camp R-I	850	703	613.61	32	7,354,774	2.25	352,691	574.78	11,986
TOTAL	2,400	2,283	1,860.61	107	$23,645,997		$1,232,229	$662.27	$12,709
BOLLINGER COUNTY									
Meadow Heights R-II	709	619	555.43	26	$2,964,380	$3.60	$ 319,904	$575.95	$5,337
Leopold R-III	302	239	233.67	13	608,270	3.50	116,234	497.42	2,603
Zalma R-V	459	432	347.90	22	1,587,690	3.35	228,175	655.86	4,564
Woodland R-IV	1,065	1,040	928.38	47	4,481,815	3.50	598,418	644.58	4,828
TOTAL	2,535	2,330	2,065.38	108	$9,642,155		$1,262,730	$611.37	$4,668
BOONE COUNTY									
Southern R-I	868	857	741.71	41	$ 4,327,178	$4.00	$ 450,625	$607.54	$ 5,834
New Haven R-II	376	225	202.82	13	2,767,877	4.15	133,602	658.72	13,647
Hallsville R-IV	818	808	650.04	34	3,985,470	4.42	336,156	517.13	6,131
Sturgeon R-V	584	365	328.60	21	3,075,181	4.25	200,562	610.35	9,358
Centralia R-VI	1,914	1,648	1,447.12	76	13,711,599	3.29	796,464	550.37	9,475
Harrisburg R-VIII	458	420	400.92	21	2,280,635	3.67	213,993	533.75	5,689
Columbia	12,328	11,651	9,770.00	548	111,789,665	4.40	6,626,616	678.26	11,442
Rocheport	80	49	28.52	2	230,695	3.50	12,642	443.26	8,089
Midway Heights C-7	320	209	181.68	12	2,422,320	4.35	112,427	618.81	13,333
TOTAL	17,967	16,386	13,868.63	768	$146,147,510		$8,967,584	$646.60	$10,538

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
BUCHANAN COUNTY									
East Buchanan C-1	917	862	748.17	42	$ 7,577,569	$3.65	$ 499,464	$667.58	$10,128
Mid-Buchanan R-V	814	781	670.31	35	3,925,910	4.97	412,458	615.32	5,857
DeKalb R-IV	678	670	587.79	31	3,661,950	4.44	333,852	567.97	6,230
St. Joseph	25,156	18,145	15,608.52	780	122,493,320	3.68	9,438,425	604.69	7,848
TOTAL	27,565	20,458	17,614.79	888	$137,658,749		$10,684,200	$606.54	$ 7,815
BUTLER COUNTY									
Neelyville R-IV	1,205	1,020	900.21	49	$ 4,144,810	$3.48	$ 587,832	$652.99	$4,604
Poplar Bluff R-I	6,876	5,801	4,897.86	270	27,047,311	4.40	3,093,384	631.57	5,522
Twin Rivers R-X	3,170	2,004	1,751.51	85	8,054,120	3.20	1,061,623	606.11	4,598
TOTAL	11,510	9,005	7,703.75	404	$40,124,205		$4,807,288	$624.01	$5,208
CALDWELL COUNTY									
Breckenridge R-I	252	225	190.60	15	$ 2,391,285	$3.90	$ 138,637	$727.37	$12,546
Hamilton R-II	780	883	766.94	45	7,090,835	2.90	536,808	699.93	9,246
New York R-IV	78	42	34.94	3	1,331,185	2.15	28,544	816.93	38,099
Cowgill R-VI	104	62	54.89	5	1,417,655	2.50	47,973	873.98	25,827
Polo R-VII	354	363	310.79	21	3,735,455	3.00	232,944	749.52	12,019
Mirabile C-1	91	52	48.07	3	1,168,590	2.40	34,264	712.80	24,310
Braymer C-4	505	465	430.57	28	6,006,256	2.15	325,410	755.76	13,950
Kingston 42	124	88	67.43	6	1,079,390	2.50	43,341	642.75	16,008
TOTAL	2,291	2,178	1,904.23	126	$24,220,651		$1,387,920	$728.86	$12,719
CALLAWAY COUNTY									
North Callaway R-I	1,232	1,107	1,014.78	65	$12,803,111	$3.85	$ 773,186	$761.92	$12,617
New Bloomfield R-III	491	457	380.93	23	3,341,917	3.20	230,402	604.83	8,773
Fulton 58	2,840	2,555	2,235.63	125	18,185,274	4.00	1,520,377	680.06	8,134
South Callaway R-II	623	694	578.05	32	5,282,005	2.85	373,866	646.77	9,138
Cedar City 113	189	117	93.23	5	1,659,831	2.75	52,714	565.41	17,804
TOTAL	5,562	5,049	4,405.51	250	$43,008,707		$2,978,595	$676.10	$ 9,762
CAMDEN COUNTY									
Stoutland R-II	579	554	485.42	30	$ 2,270,782	$3.55	$ 318,420	$655.96	$ 4,678
Camdenton R-III	2,353	2,136	1,780.68	108	25,626,320	3.10	1,263,573	709.60	14,391
Climax Springs R-IV	218	207	172.50	12	3,278,705	2.65	159,454	924.37	19,007
Macks Creek R-V	329	250	224.73	16	1,776,075	4.00	174,558	776.74	7,903
TOTAL	3,479	3,147	2,663.33	166	$32,951,792		$1,916,004	$719.40	$12,372

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TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
CAPE GIRARDEAU COUNTY									
Jackson R-II	3,539	2,840	2,479.82	125	$23,446,475	$3.48	$1,458,008	$587.94	$ 9,455
Delta R-V	685	603	560.93	26	4,407,650	3.00	310,391	553.35	7,858
Oak Ridge R-VI	429	343	311.37	20	3,516,510	3.50	202,465	650.23	11,294
Cape Girardeau 63	9,024	5,811	4,929.95	324	59,480,015	3.77	3,907,949	792.69	12,065
Nell Holcomb R-IV	382	245	228.63	11	2,603,140	3.45	132,103	577.80	11,386
TOTAL	14,075	9,842	8,510.70	506	$93,927,030		$6,010,916	$706.27	$11,036
CARROLL COUNTY									
Hale R-I	249	252	220.42	15	$ 2,548,116	$3.20	$ 150,560	$683.05	$11,560
Tina-Avalon R-II	445	265	230.60	20	2,799,401	3.25	185,336	803.70	12,140
Bogard R-IV	180	155	137.59	11	2,279,747	2.65	117,946	857.22	16,569
Bosworth R-V	262	237	195.87	16	3,071,705	2.75	159,509	814.36	15,682
Carrollton R-VII	1,721	1,469	1,282.95	73	13,322,926	3.00	956,573	745.60	10,385
Norborne R-VIII	479	420	373.16	29	5,491,614	3.00	322,574	864.43	14,717
Wakenda C-2	145	82	78.27	5	1,601,029	2.90	50,080	639.83	20,455
TOTAL	3,481	2,880	2,518.86	169	$31,114,538		$1,942,578	$771.21	$12,353
CARTER COUNTY									
East Carter R-II	1,063	815	677.84	37	$2,306,449	$2.75	$483,680	$713.56	$3,403
Van Buren R-I	586	559	475.38	27	3,092,411	3.33	288,708	607.32	6,505
TOTAL	1,649	1,374	1,153.22	64	$5,398,860		$772,388	$669.76	$4,682
CASS COUNTY									
R-V (Archie)	471	503	411.91	23	$ 3,579,680	$3.50	$ 258,766	$628.20	$ 8,690
Strasburg C-3	207	117	106.15	4	1,084,821	3.10	56,350	530.85	10,220
Raymore-Peculiar R-II	1,335	1,390	1,171.45	59	6,158,964	4.85	680,493	580.89	5,258
Sherwood R-VIII	1,149	1,021	858.85	48	7,577,890	3.50	614,004	714.91	8,823
Gunn City 16	50	36	32.76	2	253,895	3.60	12,679	387.02	7,750
East Lynne 40	244	172	149.61	9	1,265,420	4.35	69,969	467.67	8,458
Pleasant Hill R-III	1,443	1,420	1,248.03	72	7,633,314	3.95	776,000	621.77	6,116
Harrisonville R-IX	1,918	2,009	1,695.25	96	11,638,568	4.35	1,146,553	676.33	6,865
Drexel R-IV	366	351	308.68	18	2,956,558	3.95	203,294	658.59	9,578
Midway R-I	647	619	551.80	30	3,396,113	4.30	324,097	587.34	6,155
Belton 124	4,411	3,781	3,006.52	181	13,006,893	5.96	2,355,716	577.75	4,226
TOTAL	12,381	12,859	10,697.01	542	$59,342,135		$6,524,245	$609.91	$ 5,548
CEDAR COUNTY									
Stockton R-I	1,034	963	827.38	46	$ 7,487,010	$3.00	$ 487,183	$588.82	$9,049
El Dorado Springs R-II	1,717	1,450	1,345.23	77	9,398,152	3.05	833,343	619.47	6,986
TOTAL	2,751	2,413	2,172.61	123	$16,885,162		$1,320,526	$607.80	$7,772

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
CHARITON COUNTY									
Northwestern R-I	452	387	362.37	23	$ 6,012,490	$2.52	$ 333,597	$920.59	$16,592
Brunswick R-II	634	568	485.91	33	5,957,342	2.65	350,225	720.76	12,260
Keytesville R-III	501	446	398.29	26	4,622,837	2.74	301,504	756.99	11,607
Salisbury R-IV	1,169	845	756.38	46	11,431,318	2.36	521,354	689.27	15,113
TOTAL	2,756	2,246	2,002.95	128	$28,023,987		$1,506,680	$752.23	$13,991
CHRISTIAN COUNTY									
Chadwick R-I	259	257	203.36	11	$ 805,315	$3.75	$ 109,779	$539.82	$3,960
Nixa R-II	1,097	946	816.72	41	4,462,272	3.85	421,214	515.73	5,464
Sparta R-III	419	404	353.25	19	1,807,445	3.50	179,104	507.01	5,117
Billings R-IV	413	420	359.60	19	2,299,990	3.32	172,232	478.95	6,396
Clever R-V	315	354	324.31	20	2,345,650	3.32	177,030	545.86	7,233
Ozark R-VI	1,535	1,279	1,062.83	52	6,902,923	3.90	554,797	521.99	6,495
Spokane R-VII	405	354	297.29	21	1,573,355	3.32	191,914	645.54	5,292
TOTAL	4,443	4,014	3,417.36	183	$20,196,950		$1,806,069	$528.49	$5,910
CLARK COUNTY									
Wyaconda C-1	159	162	143.91	16	$ 1,700,362	$3.45	$ 155,009	$1,077.12	$11,815
Revere C-3	217	225	211.34	14	2,844,183	3.20	148,906	704.57	13,458
Luray 33	158	110	96.28	4	1,934,285	2.10	50,376	523.22	20,090
R-I (Kahoka)	1,666	1,532	1,360.24	77	16,128,646	3.04	903,159	663.97	11,857
Fairmont 70	38	21	19.69	1	686,957	1.75	13,404	680.73	34,889
TOTAL	2,238	2,050	1,831.46	112	$23,294,433		$1,270,854	$ 693.90	$12,719
CLAY COUNTY									
Mosby R-VII	153	108	92.66	4	$ 959,327	$3.95	$ 49,025	$529.08	$10,353
Kearney R-I	1,023	1,024	867.59	47	7,448,362	4.55	566,448	652.89	8,585
Smithville R-II	983	959	841.18	48	7,830,077	4.53	565,090	671.78	9,308
Prathersville 38	38	27	23.99	1	318,026	2.75	12,915	538.35	13,257
Excelsior Springs 40	3,313	3,531	2,940.49	156	19,641,549	4.00	1,836,470	624.54	6,680
Liberty 53	4,404	4,049	3,374.50	176	24,271,066	5.40	2,241,793	664.33	7,192
Missouri City 56	204	138	125.59	6	1,614,600	3.50	74,187	590.71	12,856
North Kansas City 74	26,261	23,889	20,474.79	1,093	222,179,932	4.60	14,498,663	708.12	10,851
TOTAL	36,669	33,931	28,909.85	1,531	$289,069,641		$19,940,862	$689.76	$ 9,999
CLINTON COUNTY									
Cameron R-I	1,697	1,622	1,393.03	66	$12,211,590	$3.75	$ 858,204	$616.07	$ 8,766
Lathrop R-II	687	659	585.01	34	6,614,960	3.64	376,799	644.08	11,307
Plattsburg R-III	944	934	775.69	51	9,655,363	3.90	583,124	751.74	12,447
TOTAL	3,328	3,215	2,753.73	151	$28,481,913		$1,818,128	$660.24	$10,343

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
COLE COUNTY									
Russellville R-I	563	522	493.61	27	$ 3,756,069	$3.05	$ 291,784	$591.12	$ 7,609
Cole County R-II	963	525	455.64	21	3,398,145	3.75	240,532	527.89	7,458
Centertown R-III	622	256	209.42	9	2,670,288	3.00	91,840	438.54	12,751
Eugene R-V	681	505	408.96	21	3,587,283	3.47	235,054	574.76	8,772
Jefferson City	11,797	6,863	5,851.47	322	84,303,089	3.29	3,895,547	665.73	14,407
TOTAL	14,626	8,671	7,419.10	400	$97,714,874		$4,754,757	$640.88	$13,171
COOPER COUNTY									
Blackwater R-II	229	113	97.02	7	$ 2,150,750	$2.81	$ 58,368	$601.60	$22,168
Bunceton R-IV	294	244	192.17	17	3,395,380	2.85	189,732	987.31	17,669
Prairie Home R-V	211	186	167.05	15	3,015,045	2.56	138,027	826.26	18,049
Otterville R-VI	346	312	281.72	18	2,537,840	3.53	165,787	588.48	9,008
Pilot Grove C-4	378	380	357.10	23	3,965,830	2.85	256,708	718.86	11,106
Boonville R-I	2,195	1,862	1,601.33	91	16,436,763	2.83	1,119,943	699.38	10,264
TOTAL	3,653	3,097	2,696.39	171	$31,501,608		$1,928,565	$715.23	$11,683
CRAWFORD COUNTY									
Bourbon R-I	995	933	768.64	38	$ 5,407,630	$3.25	$ 417,890	$743.67	$7,035
Crawford County R-II	1,304	1,232	1,146.87	55	8,540,782	3.00	585,977	510.93	7,447
Steelville R-III	1,226	1,094	928.95	46	5,688,110	2.95	533,461	574.26	6,123
TOTAL	3,525	3,259	2,844.46	139	$19,636,522		$1,537,328	$540.46	$6,903
DADE COUNTY									
Lockwood R-I	668	531	507.67	37	$ 5,590,130	$3.28	$357,875	$704.93	$11,011
Dadeville R-II	168	149	135.39	12	1,462,313	3.90	105,466	778.97	10,801
Everton R-III	224	202	180.33	15	1,360,385	3.70	150,289	833.41	7,544
Greenfield R-IV	606	569	494.39	34	4,767,425	3.10	379,021	766.64	9,643
TOTAL	1,666	1,451	1,317.78	98	$13,180,253		$992,651	$753.27	$10,002
DALLAS COUNTY									
Dallas County R-I	2,200	1,953	1,660.39	83	$ 9,807,460	$3.50	$ 987,818	$594.93	$5,907
Tunas C-11	232	191	148.94	12	1,340,815	3.50	118,899	798.30	9,002
TOTAL	2,432	2,144	1,809.33	95	$11,148,275		$1,106,717	$611.67	$6,162
DAVIESS COUNTY									
Coffey R-I	122	119	108.18	11	$ 1,433,780	$3.50	$ 82,009	$758.07	$13,254
Pattonsburg R-II	349	330	295.23	19	4,180,805	3.14	207,000	701.14	14,161
Winston R-VI	174	161	157.53	13	2,550,799	3.35	146,794	931.84	16,192
Jameson R-III	163	145	139.23	13	2,051,485	3.50	117,966	847.27	14,735
Gallatin R-V	656	660	577.48	37	7,438,596	2.60	407,943	706.41	12,881
Tri-County R-VII	487	307	268.18	21	3,633,740	3.46	241,813	901.68	13,550
TOTAL	1,951	1,722	1,545.83	114	$21,289,205		$1,203,525	$778.56	$13,772

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
DeKALB COUNTY									
Osborn R-O	223	211	178.12	13	$ 2,797,910	$3.75	$ 137,354	$ 771.12	$15,708
Maysville R-I	854	908	794.78	45	8,354,745	3.35	520,193	654.51	10,512
Union Star R-II	319	308	279.62	18	2,764,250	3.95	188,763	675.06	9,886
Stewartsville C-2	316	329	266.50	16	2,552,490	4.05	168,646	632.81	9,578
Fairport R-VI	79	43	38.64	3	1,346,265	3.25	44,698	1,156.77	34,841
TOTAL	1,791	1,799	1,557.66	95	$17,815,660		$1,059,654	$ 680.28	$11,437
DENT COUNTY									
Salem R-80	1,669	1,812	1,496.98	86	$ 8,448,608	$3.75	$ 934,840	$624.48	$ 5,644
Oak Hill R-I	310	220	168.40	8	1,402,455	3.25	94,152	559.09	8,328
Green Forest R-II	--	252	229.67	10	1,677,588	3.25	111,384	484.97	7,304
Dent-Phelps R-III	514	325	271.06	11	2,763,100	3.30	111,952	413.04	10,194
North Wood R-IV	421	295	240.16	10	2,124,209	3.55	104,216	433.94	8,845
TOTAL	2,914	2,904	2,406.27	125	$16,415,960		$1,356,552	$563.75	$ 6,822
DOUGLAS COUNTY									
Skyline R-II	154	128	97.16	4	$ 1,060,599	$2.20	$ 43,926	$452.10	$10 916
Plainview R-VIII	122	84	63.46	4	661,540	2.50	53,091	836.60	10,425
Ava R-I	1,872	1,787	1,530.35	93	8,520,010	3.64	1,018,805	665.73	5,567
TOTAL	2,148	1,999	1,690.97	101	$10,242,149		$1,115,822	$659.87	$ 6,057
DUNKLIN COUNTY									
Malden R-I	2,416	1,931	1,597.85	80	$ 5,891,314	$3.80	$ 907,198	$567.76	$3,687
Campbell R-II	1,084	982	827.18	46	4,270,506	3.60	513,635	620.94	5,163
Holcomb R-III	876	732	574.24	38	3,822,269	3.60	411,724	716.98	6,656
Clarkton C-4	580	565	454.45	28	1,810,750	4.00	287,582	632.81	3,984
Senath C-8	1,924	1,726	1,386.66	86	11,155,640	3.75	1,048,534	756.15	8,045
Southland C-9	849	697	540.88	38	3,494,750	4.00	396,548	733.15	6,461
Kennett 39	3,529	3,235	2,586.11	142	13,246,045	4.15	1,682,549	650.60	5,122
TOTAL	11,258	9,868	7,967.37	458	$43,691,274		$5,247,768	$658.65	$5,484
FRANKLIN COUNTY									
R-II	225	144	130.90	6	$ 1,634,910	$3.50	$ 67,475	$515.47	$12,490
Meramec Valley R-III	3,323	3,115	2,546.94	129	13,011,530	4.55	1,589,175	623.95	5,109
Union R-XI	2,869	2,561	2,178.72	105	12,065,510	4.30	1,253,330	575.25	5,538
Lonedell R-XIV	502	390	312.44	13	1,728,460	4.35	168,734	540.05	5,532
Spring Bluff R-XV	314	183	166.91	8	1,413,945	3.70	80,958	485.03	8,471
Strain-Japan R-XVI	181	101	88.29	4	996,710	3.00	40,124	454.45	11,289
St. Clair R-XIII	2,189	2,004	1,663.88	82	7,161,600	4.65	935,002	561.94	4,304
Sullivan C-2	2,892	2,219	1,882.59	86	10,330,365	3.50	1,017,029	540.22	5,487
New Haven	476	446	397.50	25	3,870,060	4.15	265,805	668.69	7,220
Washington	5,471	2,935	487.45	162	46,788,265	3.30	2,200,497	884.63	18,810
TOTAL	18,647	14,250	11,973.58	620	$98,593,965		$7,659,731	$639.71	$ 8,234

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
CASCONADE COUNTY									
Owensville R-II	1,983	1,744	1,574.69	86	$12,249,885	$3.60	$ 923,442	$586.42	$ 7,779
Bland R-III	322	357	293.11	17	1,704,110	4.83	174,370	594.89	5,814
Hermann R-I	1,828	1,364	1,203.68	68	12,418,040	3.75	808,129	671.38	10,317
TOTAL	4,133	3,465	3,071.48	171	$26,372,035		$1,905,941	$620.52	$ 8,586
GENTRY COUNTY									
King City R-I	529	505	443.59	30	$ 7,498,460	$3.00	$ 324,476	$731.47	$16,904
Stanberry R-II	665	620	563.68	34	6,732,945	2.95	363,333	644.57	11,945
Albany R-III	764	755	654.59	42	9,140,700	3.00	512,941	783.60	13,964
TOTAL	1,958	1,880	1,661.86	106	$23,372,105		$1,200,750	$722.53	$14,064
GREENE COUNTY									
Willard R-II	2,460	2,417	1,970.28	95	$ 12,699,720	$2.90	$ 956,978	$485.70	$6,446
Republic R-III	1,950	1,759	1,435.12	73	9,530,800	2.70	661,072	460.63	6,641
Ash Grove R-IV	988	872	737.35	42	5,559,240	3.25	413,992	561.45	7,539
Walnut Grove R-V	389	377	319.07	17	1,984,360	3.00	159,845	500.97	6,219
Strafford R-VI	906	906	763.08	38	3,936,704	3.75	361,145	473.27	5,159
Logan R-VIII	1,331	1,379	1,135.20	59	6,582,186	3.65	595,289	524.39	5,798
Springfield R-XII	29,428	25,467	23,481.29	1,221	232,103,920	3.85	15,813,360	673.44	9,885
Fair Grove R-X	923	835	703.32	38	3,058,230	3.60	376,811	535.76	4,348
TOTAL	38,375	34,012	30,544.71	1,583	$275,455,160		$19,338,493	$633.12	$9,018
GRUNDY COUNTY									
Grundy County R-V	386	391	338.36	20	$ 3,664,025	$3.86	$ 228,215	$674.47	$10,829
Spickard R-II	161	94	69.99	5	1,420,915	4.25	63,412	906.01	20,302
Pleasant View R-VI	279	229	180.48	11	3,251,585	3.76	128,142	710.00	18,016
Laredo R-VII	198	119	74.59	4	1,430,405	4.80	60,224	807.40	19,177
Trenton R-IX	2,054	1,946	1,671.05	95	15,114,955	3.95	1,235,038	739.07	9,045
TOTAL	3,078	2,779	2,334.47	135	$24,881,885		$1,715,032	$734.65	$10,658
HARRISON COUNTY									
Cainsville R-I	250	215	202.50	17	$ 2,159,431	$3.90	$ 161,274	$ 796.41	$10,664
South Harrison R-II	1,211	1,251	1,067.09	67	13,693,232	3.10	816,112	764.80	12,832
North Harrison R-III	469	429	386.99	25	5,881,795	3.25	303,497	784.24	15,199
Gilman City R-IV	292	277	235.36	20	3,363,536	3.55	208,217	884.67	14,291
Ridgeway R-V	220	199	179.53	16	2,719,806	3.85	150,570	838.68	15,150
Martinsville R-VI	115	99	84.37	12	2,286,973	3.30	96,751	1,146.75	27,106
TOTAL	2,557	2,470	2,155.84	157	$30,104,773		$1,736,422	$ 805.45	$13,964

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
HENRY COUNTY									
Windsor R-I	921	887	738.77	49	$ 8,331,681	$3.25	$ 556,758	$753.62	$11,278
Shawnee R-III	118	83	71.05	4	1,822,596	2.35	45,908	646.14	25,652
Norris R-IV	57	43	29.72	2	932,762	2.75	23,041	775.25	31,385
Calhoun R-VIII	203	182	164.08	14	2,413,241	3.50	119,526	728.45	12,879
Leesville R-IX	140	119	99.26	5	789,663	4.10	42,516	428.33	7,956
Davis R-XII	155	124	97.19	5	3,557,474	1.60	60,144	618.82	36,603
Montrose R-XIV	338	198	182.57	14	3,027,766	2.90	139,386	763.46	16,584
Clinton	1,978	2,075	1,762.99	90	13,882,448	4.18	1,148,794	651.61	7,874
Deepwater R-XV	285	276	232.21	15	1,715,568	3.50	153,552	661.26	7,388
Union C-10	59	36	27.00	1	721,362	3.25	11,947	442.49	26,717
TOTAL	4,278	4,023	3,404.84	199	$37,532,554		$2,302,321	$676.19	$11,023
HICKORY COUNTY									
Hickory County R-I	605	536	457.49	23	$ 3,440,236	$3.60	$279,202	$610.29	$ 7,520
Wheatland R-II	222	199	185.14	13	2,504,800	3.25	133,374	720.39	13,529
Weaubleau R-III	298	327	285.41	19	2,121,132	3.06	181,809	637.00	7,432
Hermitage R-IV	198	187	152.72	12	2,284,482	4.25	125,614	822.51	14,959
TOTAL	1,323	1,249	1,080.76	67	$10,350,650		$719,998	$666.19	$ 9,577
HOLT COUNTY									
Craig R-III	322	293	250.70	22	$ 4,154,620	$3.15	$217,292	$866.73	$16,572
Mound City R-II	493	450	406.95	30	6,186,770	2.35	326,663	802.71	15,203
South Holt R-I	666	545	471.74	36	6,601,780	3.50	391,767	830.47	13,995
TOTAL	1,481	1,288	1,129.39	88	$16,943,170		$935,722	$828.51	$15,002
HOWARD COUNTY									
New Franklin R-I	625	661	537.25	34	$ 4,656,825	$3.20	$ 349,151	$649.88	$ 8,668
Fayette R-III	1,086	1,044	945.99	49	8,152,570	2.75	492,423	520.53	8,618
Glasgow R-II	806	474	424.88	29	5,788,723	2.70	295,149	694.66	13,624
TOTAL	2,517	2,179	1,908.12	112	$18,598,118		$1,136,723	$595.72	$ 9,747
HOWELL COUNTY									
Howell Valley R-I	227	170	140.22	9	$ 1,174,970	$4.30	$ 76,042	$542.30	$8,379
C-2 (Peace Valley)	112	68	59.13	3	265,150	3.55	29,464	498.29	4,484
Mountain View-Birch Tree R-III	1,622	1,589	1,285.57	66	5,310,080	4.00	714,070	555.45	4,131
Willow Springs R-IV	1,344	1,294	1,052.73	61	5,629,824	3.96	630,872	599.27	5,348
Richards R-V	431	279	229.32	11	1,597,820	5.25	126,845	553.13	6,968
West Plains R-VII	2,387	2,696	2,296.57	130	11,877,990	4.60	1,663,649	724.40	5,172
Glenwood R-VIII	286	179	160.14	8	1,224,610	4.35	79,744	497.96	7,647
Junction Hill C-12	310	168	151.73	7	1,121,800	4.10	79,848	526.24	7,393
Fairview R-XI	650	451	387.81	17	1,530,690	4.15	199,323	513.97	3,947
TOTAL	7,369	6,894	5,763.22	312	$29,732,934		$3,599,858	$624.62	$5,159

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
IRON COUNTY									
South Iron R-I	593	603	569.67	31	$ 6,628,985	$3.70	$ 364,846	$640.45	$11,637
Arcadia Valley R-II	1,266	1,312	1,106.26	58	12,669,018	3.40	655,608	592.63	11,452
Belleview R-III	330	206	190.50	9	1,558,700	2.90	104,182	546.88	8,182
Iron County C-4	1,033	893	728.13	48	20,699,468	2.65	641,096	880.46	28,428
TOTAL	3,222	3,014	2,594.56	146	$41,556,171		$1,765,732	$680.55	$16,017
JACKSON COUNTY									
Fort Osage R-I	5,413	4,987	4,092.20	208	$ 20,652,608	$4.80	$ 2,473,002	$604.32	$ 5,047
Blue Springs R-IV	3,892	3,867	3,188.19	161	20,547,941	5.45	1,845,812	578.95	6,445
Grain Valley R-V	675	616	567.75	30	3,408,060	4.88	325,071	572.55	6,003
Oak Grove R-VI	1,230	1,128	976.99	48	4,846,520	4.60	548,119	561.02	4,961
Lee's Summit R-VII	7,904	6,378	5,385.25	279	48,534,626	5.10	3,676,484	682.69	9,013
Hickman Mills C-1	18,376	15,419	13,138.80	642	75,754,928	5.58	8,059,444	613.40	5,766
Raytown C-2	21,569	16,576	14,544.20	752	94,477,060	5.75	9,099,355	625.63	6,496
Grandview C-4	7,273	6,546	5,509.13	269	38,959,650	5.61	3,511,665	637.42	7,072
Lone Jack C-6	356	322	275.63	19	1,788,260	4.55	179,746	652.12	6,488
Independence 30	19,370	17,494	15,095.27	741	94,304,021	4.70	8,965,773	593.94	6,247
Kansas City 33	122,906	73,656	60,803.72	3,199	887,056,246	4.11	54,456,763	895.61	14,589
Center 58	7,649	6,087	5,226.59	293	63,731,212	4.45	4,166,583	797.18	12,194
TOTAL	216,887	153,208	128,898.49	6,641	$1,397,225,552		$97,426,193	$755.83	$10,840
JASPER COUNTY									
Carl Junction R-I	1,732	1,679	1,404.76	76	$ 11,475,555	$3.65	$ 874,710	$622.67	$ 8,169
Avilla R-XIII	331	207	183.03	10	2,088,920	2.45	88,972	486.10	11,413
Jasper R-V	751	733	631.18	39	6,209,938	3.06	401,943	636.81	9,839
Sarcoxie R-II	781	781	666.55	40	4,315,980	3.25	349,637	524.54	6,475
Carthage R-IX	4,416	3,694	3,166.47	164	25,410,550	3.65	1,862,825	588.29	8,025
Webb City R-VII	4,609	3,086	2,536.19	111	15,175,460	3.65	1,310,373	516.66	5,984
R-VIII (Joplin)	11,467	9,728	8,410.84	485	79,300,205	3.82	5,617,760	667.91	9,428
TOTAL	24,253	19,978	17,063.71	$25	$145,438,638		$10,540,970	$617.74	$ 8,523
JEFFERSON COUNTY									
Northwest R-I	7,245	6,006	5,208.58	231	$ 23,740,690	$4.88	$ 3,136,886	$602.25	$ 4,558
Grandview R-II	532	342	300.84	17	2,865,220	4.95	212,357	705.88	9,524
Hillsboro R-III	2,711	2,623	2,142.59	98	9,301,180	5.55	1,213,677	566.45	4,341
Dunklin R-V	2,388	2,082	1,749.18	95	11,083,720	4.95	1,134,487	648.58	6,337
Festus R-VI	4,670	2,795	2,170.54	113	10,359,580	5.10	1,455,135	670.40	4,773
Jefferson R-VII	718	447	375.54	25	8,938,180	3.57	353,354	940.92	23,801
Athena R-VIII	1,599	991	802.93	30	3,419,370	4.95	382,415	476.27	4,259
Sunrise R-IX	376	207	180.05	9	1,224,455	4.90	106,155	589.58	6,801
Windsor C-1	1,706	1,392	1,153.27	58	4,647,550	5.25	660,970	573.12	4,030
Fox C-6	12,816	9,919	8,408.67	343	31,215,190	4.75	4,422,247	525.91	3,712
Crystal City 47	1,227	1,257	1 074.33	60	9,698,900	4.65	766,511	713.47	9,028
DeSoto 73	2,912	2,381	04.64	106	8,252,010	4.70	1,311,436	654.20	4,116
TOTAL	38,900	30,442	25,571.16	1,185	$124,746,045		$15,155,631	$592.68	$ 4,878

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
JOHNSON COUNTY									
Kingsville R-I	315	99	227.71	17	$ 1,759,440	$3.35	$ 155,602	$560.30	$ 6,336
Farmers R-II	177	1,227	82.14	5	1,746,280	2.25	53,524	651.61	21,260
Holden R-III	1,300	187	1,089.79	55	8,387,767	3.53	638,721	586.09	7,697
Chilhowee R-IV	191	187	167.55	13	1,832,312	3.95	108,612	648.23	10,936
Centerview R-V	280	1,070	159.63	10	2,480,040	2.95	92,525	579.62	15,536
Knob Noster R-VIII	1,009	297	841.17	120	5,072,160	3.00	1,261,023	785.49	6,030
Leeton R-X	290	2,048	251.96	20	2,220,680	3.95	179,469	712.29	8,814
Warrensburg R-VI	2,486	1,764	1,740.20	123	17,087,690	4.30	[illegible]55	797.06	9,819
TOTAL	6,054	7,186	5,980.45	363	$40,797,959		[illegible]71	$648.22	$ 6,822
KNOX COUNTY									
Knox County R-I	1,395	1,177	1,084.91	75	$14,150,383	$3.10	$930,082	$857.28	$13,043
TOTAL	1,395	1,177	1,084.91	75	$14,150,383		$93[illegible],082	$857.28	$13,043
LACLEDE COUNTY									
Competition C-2	112	68	56.72	2	$ 566,087	$2.25	$ 22,880	$403.38	$9,980
Conway R-I	883	868	765.67	38	3,514,446	3.73	418,668	546.79	4,590
Gasconade C-4	178	147	116.66	6	745,485	3.00	59,856	513.08	6,390
Lebanon R-III	2,991	3,061	2,644.38	145	16,526,533	3.73	1,644,904	622.03	6,250
Laclede County C-5	412	349	285.37	10	1,407,036	3.75	112,350	393.69	4,931
TOTAL	5,066	4,832	4,139.19	201	$24,494,386		$2,368,238	$572.15	$5,918
LAFAYETTE COUNTY									
Concordia R-II	785	417	375.16	31	$ 7,053,950	$3.25	$ 352,166	$938.70	$18,803
Lafayette County C-1	1,502	1,298	1,133.48	64	12,048,315	4.00	847,964	748.10	10,629
Odessa R-VII	1,977	1,927	1,666.27	90	11,086,855	4.15	1,022,128	613.42	6,654
R-X (Alma)	735	558	474.18	39	9,556,398	2.96	449,249	947.42	20,154
Wellington-Napoleon R-IX	559	538	448.89	26	3,857,130	3.75	299,359	666.88	8,593
Lexington R-V	1,895	1,640	1,368.91	89	11,151,915	3.99	1,088,996	795.52	8,147
TOTAL	7,453	6,378	5,466.89	339	$54,754,563		$4,059,863	$742.62	$10,016
LAWRENCE COUNTY									
Miller R-II	835	809	683.00	40	$ 5,270,680	$3.10	$ 406,391	$595.00	$7,717
Pierce City R-VI	1,254	714	597.70	33	4,141,611	3.70	356,115	595.80	6,929
Marionville R-IX	794	782	664.75	56	3,290,555	3.80	356,303	535.99	4,950
Mt. Vernon R-V	1,293	1,189	1,015.24	59	7,623,483	3.51	669,299	659.25	7,509
R-VIII (Aurora)	1,882	1,752	1,515.81	73	9,218,205	3.51	877,497	578.89	6,081
Verona R-VII	473	413	359.54	20	2,097,076	3.51	213,549	593.95	5,833
TOTAL	6,531	5,659	4,836.04	261	$31,641,610		$2,879,155	$595.35	$6,543

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
LEWIS COUNTY									
Canton R-V	946	909	783.89	42	$ 6,611,200	$3.50	$ 452,391	$577.11	$8,434
Lewis County C-1	1,991	1,721	1,678.43	84	13,673,251	3.50	1,012,210	603.06	8,146
TOTAL	2,937	2,630	2,462.32	126	$20,284,451		$1,464,601	$594.80	$8,238
LINCOLN COUNTY									
Silex R-I	572	342	301.84	20	$ 4,700,350	$3.50	$ 246,768	$817.54	$15,572
Elsberry R-II	1,133	902	769.53	42	7,059,620	3.39	535,567	695.96	9,174
Troy R-III	2,245	2,155	1,832.58	87	14,512,860	3.60	1,033,996	564.22	7,919
Winfield R-IV	1,261	1,005	821.33	47	6,400,890	4.00	483,683	588.90	7,793
TOTAL	5,211	4,404	3,725.28	196	$32,673,720		$2,300,014	$617.40	$ 8,771
LINN COUNTY									
Browning R-I	564	501	433.99	29	$ 6,403,436	$3.54	$ 326,876	$753.18	$14,755
Bucklin R-II	373	362	319.76	21	3,469,441	3.10	215,675	674.48	10,850
Meadville R-IV	446	373	343.17	21	4,943,314	2.94	245,645	715.81	14,405
Marceline R-V	948	694	657.25	40	4,796,715	4.61	482,938	734.78	7,298
Brookfield R-III	2,641	1,782	1,518.12	88	13,139,091	3.83	1,063,295	700.40	8,655
TOTAL	4,972	3,712	3,272.29	199	$32,751,997		$2,334,429	$713.39	$10,009
LIVINGSTON COUNTY									
Wheeling R-IV	151	143	129.12	9	$ 1,315,660	$3.75	$ 89,851	$695.87	$10,189
Southwest R-I	374	350	299.69	18	3,613,555	3.50	197,167	657.90	12,058
Livingston County R-III	184	137	111.85	6	1,834,800	3.60	71,939	643.17	16,404
Chillicothe R-II	4,270	2,695	2,456.54	142	22,994,520	3.30	1,786,619	727.29	9,361
TOTAL	4,979	3,325	2,997.20	175	$29,758,535		$2,145,576	$715.86	$ 9,929
McDONALD COUNTY									
McDonald County R-I	2,750	2,383	2,156.43	104	$9,645,545	$3.10	$1,094,775	$507.67	$4,473
TOTAL	2,750	2,383	2,156.43	104	$9,645,545		$1,094,775	$507.67	$4,473
MACON COUNTY									
Elmer C-1	100	55	52.87	5	$ 940,460	$3.50	$ 57,679	$1,090.96	$17,788
Atlanta C-3	287	299	279.65	19	2,264,770	3.75	171,017	611.53	8,099
Bevier C-4	362	385	319.97	20	1,589,010	3.75	183,384	573.12	4,966
R-II (La Plata)	632	519	454.58	35	4,863,730	3.25	316,456	696.14	10,699
R-I (Macon)	1,819	1,448	1,326.46	74	11,884,490	3.75	867,748	654.18	8,960
Callao C-8	180	162	140.60	12	1,498,750	3.75	110,284	784.38	10,660
Macon County R-IV	257	244	222.89	19	2,773,150	4.50	204,259	916.41	12,442
TOTAL	3,637	3,112	2,797.02	184	$25,814,360		$1,910,827	$ 683.16	$ 9,229

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
MADISON COUNTY									
Marquand R-VI	363	351	296.11	16	$ 1,520,779	$3.46	$ 175,922	$594.10	$5,136
Fredericktown R-I	2,454	2,080	1,754.96	87	11,000,597	3.50	1,005,129	572.73	6,268
TOTAL	2,817	2,431	2,051.07	103	$12,521,376		$1,181,051	$575.82	$6,105
MURIES COUNTY									
Vienna R-I	1,246	812	737.67	42	$4,314,337	$3.08	525,339	$712.16	$5,849
Belle R-II	944	866	748.28	41	5,216,183	3.30	477,374	637.96	6,971
TOTAL	2,190	1,678	1,485.95	83	$9,530,520		$1,002,714	$674.79	$6,414
MARION COUNTY									
Marion R-II	381	328	293.06	20	$ 2,378,840	$3.25	$ 232,398	$793.00	$ 8,117
Palmyra R-I	1,868	1,481	1,286.82	71	17,296,035	2.50	797,346	619.62	13,441
Hannibal 60	5,545	4,789	4,140.40	224	35,212,274	3.86	2,567,641	620.14	8,505
TOTAL	7,794	6,598	5,720.28	315	$54,887,149		$3,597,385	$628.88	$ 9,595
MERCER COUNTY									
North Mercer R-III	301	242	210.23	18	$ 3,401,435	$2.85	$176,614	$840.10	$16,180
Ravanna R-IV	126	94	86.47	10	1,874,740	2.45	79,546	919.92	21,681
Princeton R-V	809	704	622.27	40	10,279,355	2.62	503,056	808.42	16,519
TOTAL	1,236	1,040	918.97	68	$15,555,530		$759,216	$826.15	$16,927
MILLER COUNTY									
Eldon R-I	2,116	1,817	1,521.18	83	$10,598,151	$3.90	$1,089,800	$716.41	$ 6,967
Tuscumbia R-III	320	287	248.78	17	1,048,900	5.00	186,462	749.50	4,216
St. Elizabeth R-IV	451	455	410.60	21	1,176,415	3.60	203,183	494.84	2,865
School of the Ozarks R-II	958	872	701.67	46	13,310,735	3.00	608,813	867.66	18,970
Iberia R-V	887	708	642.10	35	2,644,749	--	399,852	622.72	4,115
TOTAL	4,732	4,139	3,524.33	202	$28,778,950		$2,488,109	$705.98	$ 8,166
MISSISSIPPI COUNTY									
East Prairie R-II	2,064	1,985	1,670.20	95	$14,283,710	$2.95	$1,150,138	$688.62	$8,552
Charleston R-I	3,438	3,066	2,502.06	184	21,150,175	3.50	2,159,079	862.92	8,453
TOTAL	5,502	5,051	4,172.26	279	$35,433,885		$3,309,217	$793.14	$8,493
MONITEAU COUNTY									
California R-I	1,439	1,273	1,116.34	54	$ 9,354,623	$3.40	$ 684,890	$613.51	$ 8,380
R-III (High Point)	141	87	80.08	4	1,347,365	3.10	50,398	629.34	16,825
R-V (Latham)	188	89	72.66	5	1,273,265	3.40	51,198	704.61	17,524
Tipton R-VI	1,142	776	665.08	41	7,669,155	2.85	429,122	645.21	11,531
Jamestown C-1	267	256	225.03	16	2,436,121	2.85	145,764	647.75	10,826
Clarksburg C-2	196	119	102.82	7	1,563,825	3.40	67,907	660.44	15,209
TOTAL	3,373	2,600	2,262.01	127	$23,644,354		$1,429,279	$631.86	$10,453

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
MONROE COUNTY									
Middle Grove C-1	118	50	46.94	3	$ 979,340	$2.40	$ 27,688	$589.85	$20,864
Monroe City R-I	1,485	1,199	1,052.37	62	10,284,590	3.65	717,488	681.78	9,773
Holliday C-2	207	136	116.69	6	1,928,685	2.60	64,394	551.83	16,528
Madison C-3	284	314	285.05	19	2,750,940	3.10	174,000	610.41	9,651
Paris R-II	923	865	777.24	46	9,429,941	3.25	566,409	728.74	12,133
TOTAL	3,068	2,564	2,278.29	136	$25,969,921		$1,550,186	$680.41	$11,399
MONTGOMERY COUNTY									
Wellsville-Middletown R-I	822	769	671.45	40	$ 6,171,011	$3.20	$ 461,636	$687.52	$9,191
Montgomery County R-II	1,909	1,729	1,424.56	79	13,850,820	3.55	1,006,756	706.71	9,723
TOTAL	2,731	2,498	2,096.01	119	$20,021,831		$1,468,392	$700.56	$9,552
MORGAN COUNTY									
Stover R-I	713	639	600.02	33	$ 5,047,730	$2.90	$ 343,780	$572.94	$ 8,413
Versailles R-II	1,490	1,334	1,121.80	58	13,586,175	3.10	686,526	611.98	12,111
TOTAL	2,203	1,973	1,721.82	91	$18,633,905		$1,030,306	$598.38	$10,822
NEW MADRID COUNTY									
Risco R-II	1,007	614	543.60	28	$ 4,528,987	$2.65	$ 346,992	$638.32	$8,331
Gideon 37	1,064	854	701.25	41	5,321,840	3.51	495,453	706.52	7,589
New Madrid R-I	7,802	5,770	4,687.46	290	38,069,997	3.51	3,686,018	786.35	8,122
TOTAL	9,873	7,238	5,932.31	359	$47,920,824		$4,528,463	$763.35	$8,078
NEWTON COUNTY									
East Newton R-VI	1,708	1,610	1,324.17	69	$ 6,442,411	$3.39	$ 780,409	$589.35	$4,865
Diamond R-IV	1,066	841	724.12	35	2,944,833	3.40	400,052	552.46	4,067
Westview C-6	230	155	144.04	8	418,751	3.40	83,184	577.50	2,907
R-VII (Seneca)	1,797	1,475	1,363.69	62	4,113,685	3.50	664,636	487.38	3,017
R-V (Neosho)	4,502	3,895	3,199.56	166	18,168,247	3.40	2,100,130	656.38	5,678
TOTAL	9,303	7,976	6,755.58	340	$32,087,927		$4,028,411	$596.30	$4,750
NODAWAY COUNTY									
Nodaway-Holt R-VII	642	622	539.76	38	$ 9,908,300	$3.00	$ 472,652	$875.67	$18,357
West Nodaway R-I	683	651	582.53	40	9,662,280	3.25	487,671	837.16	16,587
Northeast Nodaway R-V	425	377	355.80	24	4,991,700	2.50	247,405	695.34	14,030
Jefferson C-123	353	304	294.35	17	2,350,880	3.75	172,527	586.13	7,987
North Nodaway R-VI	499	469	409.73	31	5,646,340	2.80	339,529	828.66	13,781
Maryville R-II	2,238	1,609	443.08	97	18,032,033	3.50	1,137,388	788.16	12,496
South Nodaway R-IV	313	299	261.49	21	3,629,750	3.50	210,419	804.69	13,881
TOTAL	5,153	4,331	3,886.74	268	$54,221,283		$3,067,592	$789.24	$13,950

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
OREGON COUNTY									
Couch R-I	481	395	336.48	23	$ 1,755,620	$3.55	$ 231,471	$687.92	$5,218
Thayer R-II	806	787	663.13	40	3,765,750	3.55	389,139	586.82	5,679
Koshkonong R-III	331	294	244.25	20	1,266,060	3.75	169,277	693.04	5,183
Alton R-IV	1,042	975	806.39	48	4,676,260	3.55	516,143	640.06	5,799
TOTAL	2,660	2,451	2,050.25	131	$11,463,690		$1,306,030	$637.00	$5,591
OSAGE COUNTY									
Chamois R-I	397	343	312.30	19	$ 4,882,270	$2.65	$ 246,971	$790.81	$15,633
Linn R-II	1,176	671	600.01	37	4,566,700	4.05	438,686	731.13	7,611
Westphalia R-III	1,734	742	697.64	37	6,102,905	2.28	493,821	707.84	8,748
TOTAL	3,307	1,756	1,609.95	93	$15,551,875		$1,179,478	$732.61	$ 9,660
OZARK COUNTY									
R-I (Thornfield)	161	81	74.79	4	$ 865,652	$3.00	$ 52,241	$698.50	$11,574
Bakersfield R-IV	280	303	264.98	18	1,239,479	3.50	195,464	737.65	4,678
Gainesville R-V	766	727	667.45	38	5,036,919	3.00	389,544	583.63	7,547
Dora R-III	386	389	349.07	20	1,644,950	3.50	213,141	610.59	4,712
Lutie R-VI	194	133	116.80	8	2,244,209	2.50	92,461	791.61	19,214
TOTAL	1,787	1,633	1,473.09	88	$11,031,209		$942,852	$640.05	$ 7,488
PEMISCOT COUNTY									
North Pemiscot R-I	1,438	1,269	1,056.20	62	$ 9,218,420	$3.50	$ 827,932	$783.87	$ 8,728
Hayti R-II	1,704	1,789	1,449.35	83	5,165,183	3.80	1,018,893	703.00	3,564
Pemiscot County R-III	578	337	275.31	16	3,037,732	3.65	214,770	780.10	11,034
Cooter R-IV	522	443	373.77	23	2,360,122	4.10	231,067	618.20	6,314
South Pemiscot R-V	1,568	1,499	1,191.88	74	6,905,666	3.85	830,607	696.88	5,794
Pemiscot County C-7	1,030	889	671.81	47	4,806,322	3.85	554,076	824.75	7,154
Caruthersville 18	2,160	2,302	1,997.22	116	7,398,978	3.95	1,300,210		3,705
TOTAL	9,000	8,528	7,015.54	421	$38,892,423		$4,977,555	$709.50	$ 5,544
PERRY COUNTY									
Perryville 32	2,975	1,990	1,770.71	104	$14,633,520	$3.46	$1,343,597	$758.79	$ 8,264
Altenburg 48	298	75	61.92	3	2,134,830	3.00	27,783	448.69	34,477
TOTAL	4,253	2,400	2,139.98	107	$23,200,320		$1,514,465	$707.70	$10,841
PETTIS COUNTY									
R-I (Sweet Springs)	86	38	34.33	2	$ 980,117	$2.50	$ 17,026	$495.95	$28,550
R-V (Hughesville)	487	481	409.39	26	5,207,693	2.75	259,406	633.63	12,721
LaMonte R-IV	449	476	382.39	19	2,441,919	2.30	187,466	490.24	9,001
Smithton R-VI	617	608	523.06	29	3,936,288	3.85	299,771	573.10	7,525
Green Ridge R-VIII	447	418	384.64	22	3,145,119	2.85	214,530	557.74	8,177
R-XII (Sedalia)	79	44	41.20	2	2,218,552	1.60	23,276	564.94	53,848
Sedalia 200	5,834	5,103	4,475.66	210	37,795,758	2.97	2,487,011	555.67	8,445
TOTAL	7,999	7,168	6,250.67	310	$56,725,446		$3,488,484	$558.09	$ 9,075

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
PHELPS COUNTY									
St. James R-I	1,634	1,661	1,414.47	64	$ 7,936,595	$3.25	$ 694,743	$491.16	$5,611
Newburg R-II	785	818	660.86	33	2,308,324	3.75	341,930	517.40	3,493
Rolla 31	4,119	4,047	3,366.76	186	27,537,993	4.40	2,416,697	717.81	8,179
R-III (Edgar Springs)	379	308	268.02	11	1,412,790	3.50	132,938	495.99	5,271
TOTAL	7,204	7,037	5,866.36	294	$40,195,152		$3,650,462	$622.27	$6,852
PIKE COUNTY									
Bowling Green R-I	1,982	1,811	1,564.71	78	$11,307,235	$3.44	$ 935,888	$598.12	$ 7,226
Pike R-III	804	803	702.48	41	13,191,940	3.30	510,973	727.38	18,779
Ashley R-IV	268	37	34.70	2	1,220,460	3.50	17,547	505.68	35,172
Boncl R-X	137	88	82.61	4	3,330,215	2.15	69,849	845.52	40,312
Louisiana R-II	1,461	1,416	1,233.63	78	12,717,545	3.75	979,923	794.34	10,309
TOTAL	4,652	4,155	3,618.13	203	$41,767,395		$2,514,179	$694.88	$11,544
PLATTE COUNTY									
North Platte R-I	979	855	708.95	40	$ 6,477,128	$4.31	$ 500,562	$706.06	$9,136
West Platte R-II	1,057	1,035	856.22	54	7,647,367	3.99	606,659	708.53	8,955
Platte City R-III	1,395	1,410	1,155.16	69	10,374,600	4.29	949,192	821.69	9,414
Park Hill R-V	7,191	6,256	5,208.24	278	43,588,506	5.36	3,682,305	707.01	8,369
TOTAL	10,622	9,556	7,928.57	441	$68,607,801		$5,738,718	$723.80	$8,653
POLK COUNTY									
Bolivar R-I	1,546	1,596	1,354.15	73	$ 8,935,445	$3.80	$ 761,908	$562.64	$6,599
Fair Play R-II	307	273	244.26	18	1,968,630	3.95	172,874	707.74	8,060
Halfway R-III	439	345	290.74	19	2,232,930	3.68	171,219	588.90	7,680
Humansville R-IV	419	430	367.19	21	2,764,600	2.78	212,690	579.23	7,529
Marion C. Early R-V	478	632	541.20	28	2,862,360	3.10	261,500	483.18	5,289
Pleasant Hope R-VI	684	586	517.80	29	2,383,270	4.15	282,017	544.64	4,603
TOTAL	3,873	3,862	3,315.34	188	$21,147,235		$1,862,209	$561.69	$6,378
PULASKI COUNTY									
Swedeborg R-III	163	89	84.26	4	$ 518,650	$4.30	$ 47,496	$563.68	$6,155
Richland R-IV	773	832	736.82	35	3,335,871	3.50	363,575	493.43	4,527
Laquey R-V	515	411	317.61	12	1,277,863	3.50	161,329	507.94	4,023
Waynesville R-VI	2,401	7,730	5,332.14	289	7,387,550	4.00	3,382,318	634.33	3,077
Big Piney R-VII	53	41	35.71	2	174,774	3.75	14,935	418.21	4,894
Dixon R-I	1,255	1,251	1,030.74	51	4,020,850	3.50	578,735	561.47	3,901
Crocker R-II	751	792	672.84	33	2,150,720	3.50	375,693	558.36	3,196
TOTAL	5,911	11,146	8,210.12	426	$18,866,278		$4,924,081	$599.75	$2,298
PUTNAM COUNTY									
West Putnam R-III	299	159	137.76	10	$ 3,990,453	$2.75	$118,591	$860.85	$28,967
Unionville R-I	1,079	1,127	977.79	50	10,814,262	2.75	615,890	629.87	11,060
TOTAL	1,378	1,286	1,115.55	60	$14,804,715		$734,481	$658.40	$13,271

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
RALLS COUNTY									
Ralls County R-II	1,227	1,156	995.65	59	$8,961,596	$3.55	$738,928	$742.15	$9,001
TOTAL	1,227	1,156	995.65	59	$8,961,596		$738,928	$742.15	$9,001
RANDOLPH COUNTY									
Northeast R-IV	382	344	330.89	19	$ 2,972,080	$3.70	$ 198,990	$601.37	$ 8,982
Renick R-V	201	146	122.82	9	1,193,460	3.65	78,933	642.66	9,717
Clark R-VI	152	106	86.05	5	978,010	3.00	41,936	487.34	11,366
Higbee R-VIII	326	336	276.34	16	1,638,480	3.32	146,826	531.32	5,929
Yates C-1	30	--	--	--	459,740	3.00	4,054	--	--
Westran R-I	852	789	689.03	38	11,862,360	3.47	451,864	655.79	17,216
Moberly	3,423	3,103	2,636.57	167	22,964,830	4.15	1,948,321	738.96	8,710
TOTAL	5,470	4,884	4,186.18	254	$42,897,650		$2,890,012	$690.36	$10,247
RAY COUNTY									
Stet R-XV	155	139	124.53	15	$ 2,488,404	$3.50	$ 161,697	$1,298.45	$19,982
R-XIV (Lawson)	1,080	1,046	895.24	42	4,580,974	4.80	503,820	562.77	5,117
R-XI (Orrick)	599	575	489.85	29	3,793,229	3.76	297,270	606.85	7,744
Hardin-Central C-2	368	357	318.88	18	4,223,976	2.70	208,825	654.87	13,246
R-XVI (Richmond)	2,321	2,225	1,944.35	88	13,701,944	2.85	1,150,164	591.54	7,047
TOTAL	4,608	4,395	3,815.19	192	$29,494,037		$2,351,352	$ 616.31	$ 7,731
REYNOLDS COUNTY									
Centerville R-I	271	168	136.53	9	$ 655,140	$3.68	$ 117,906	$863.59	$ 4,799
Southern R-II	726	851	689.76	33	7,890,170	3.25	404,808	586.83	11,439
Bunker R-III	547	526	432.40	29	5,054,285	3.70	374,832	866.86	11,689
Lesterville R-IV	366	386	324.70	21	6,923,360	3.15	281,160	865.90	21,322
TOTAL	1,910	1,931	1,583.39	92	$20,522,955		$1,178,706	$744.41	$12,961
RIPLEY COUNTY									
Naylor R-II	499	488	441.72	26	$1,963,439	$3.50	$ 255,794	$579.08	$4,445
Doniphan R-I	2,430	1,829	1,687.37	84	6,470,952	2.90	1,122,085	664.99	3,835
Ripley County R-IV	343	239	205.22	9	799,657	1.85	98,007	477.56	3,897
R-III (Gatewood)	215	144	73.37	4	724,857	2.25	55,222	752.64	9,879
TOTAL	3,487	2,700	2,407.68	123	$9,958,905		$1,531,108	$635.92	$4,136
ST. CHARLES COUNTY									
Ft. Zumwalt	7,182	4,921	4,242.85	218	$ 32,694,850	$4.41	$ 2,924,449	$689.26	$ 7,706
Francis Howell R-III	6,596	4,838	4,125.52	214	27,497,400	4.90	2,653,187	643.11	6,665
Wentzville R-IV	3,383	2,519	2,225.40	114	18,090,660	5.43	1,702,433	765.00	8,129
St. Charles	11,074	8,922	7 87.05	438	66,003,665	5.53	6,086,264	802.19	8,700
R-V (St. Charles)	2,355	1,901	1,590.46	87	19,884,590	3.82	1,167,418	734.01	12,502
TOTAL	30,590	23,101	19,771.28	1,071	$164,171,165		$14,533,751	$735.09	$ 8,304

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
ST. CLAIR COUNTY									
Appleton City R-II	552	548	487.72	28	$ 4,889,353	$3.00	$293,073	$600.90	$10,025
Roscoe C-1	164	118	94.62	5	927,854	2.75	49,723	631.18	9,806
Collins C-3	166	123	94.71	6	1,090,999	3.10	74,705	788.78	11,519
Lowry City C-4	266	261	227.75	15	2,073,562	3.85	158,411	695.54	9,105
Osceola	536	549	464.46	28	2,929,938	3.50	299,865	645.62	6,308
TOTAL	1,691	1,599	1,369.26	82	$12,068,106		$885,821	$646.93	$ 8,814
ST. FRANCOIS COUNTY									
Bismarck R-V	766	728	608.51	35	$ 3,006,740	$4.05	$ 367,104	$603.28	$ 4,941
Farmington R-VII	4,066	3,046	2,542.87	141	14,277,207	4.00	1,672,435	657.69	5,615
Knob Lick C-1	117	88	53.88	3	505,800	4.00	29,518	547.85	9,388
Libertyville C-2	69	23	22.81	2	478,100	3.00	12,866	564.03	20,960
North County R-I	2,797	2,916	2,390.28	127	11,642,988	3.90	1,467,895	614.11	4,871
St. Francois County R-III	2,660	2,642	2,162.34	115	13,740,284	3.75	1,431,951	662.22	6,354
Leadwood R-IV	1,200	1,151	931.59	49	3,504,351	3.40	602,655	646.91	3,762
TOTAL	12,116	10,808	8,897.60	472	$48,605,390		$5,660,558	$636.18	$ 5,463
STE. GENEVIEVE COUNTY									
Ste. Genevieve R-II	3,665	2,008	1,673.63	87	$22,716,549	$2.40	$1,266,919	$756.98	$13,573
Coffman R-V	134	89	75.49	3	850,200	4.00	38,765	513.51	11,262
TOTAL	3,799	2,097	1,749.12	350	$23,566,749		$1,305,685	$746.48	$13,473
ST. LOUIS COUNTY									
Affton	8,621	4,553	4,002.79	237	$ 73,173,740	$4.52	$ 3,885,293	$ 970.64	$18,280
Bayless	4,706	3,078	2,696.77	135	31,987,470	3.95	1,894,183	702.39	11,860
Berkeley	6,889	5,704	4,713.76	288	92,718,730	3.80	4,210,485	893.23	19,670
Brentwood	2,658	2,040	1,616.78	116	40,966,501	4.03	1,847,472	1,142.68	25,338
Clayton	3,438	2,484	2,197.20	208	108,710,067	3.69	4,188,824	1,906.43	49,476
Ferguson R-II	28,241	20,464	16,982.71	937	165,640,400	5.31	13,251,565	780.29	9,753
Hancock Place	3,270	2,479	2,042.88	121	24,389,890	4.20	1,601,291	783.83	11,938
Hazelwood	31,467	23,767	21,422.25	1,130	254,082,460	5.22	16,012,064	747.45	11,861
Jennings	4,798	3,342	2,811.27	170	60,089,930	4.05	2,868,864	1,020.48	21,375
Kinlock	2,166	1,355	1,154.28	62	3,788,940	4.97	853,416	739.34	3,283
Kirkwood R-VII	13,921	9,699	8,381.89	411	127,319,420	4.99	7,960,837	949.76	15,189
Ladue	9,842	6,233	5,520.54	438	160,274,726	4.25	7,668,782	1,389.13	29,035
Lindbergh	17,326	12,529	11,018.52	595	155,542,122	4.35	9,308,812	844.83	14,117
Maplewood-Richmond Heights	5,236	3,294	2,697.88	165	52,198,670	3.70	2,692,912	998.15	19,347
Mehlville R-IX	15,875	11,834	10,181.96	545	129,902,583	4.42	8,203,656	805.70	12,758
Normandy	13,007	10,057	8,251.26	454	104,672,550	5.19	7,321,808	887.35	12,686
Parkway	24,519	21,267	18,272.89	931	238,411,510	5.57	14,336,365	784.57	13,047
Pattonville R-III	16,636	13,020	10,795.29	633	164,154,670	4.43	9,452,811	875.64	15,206
Ritenour	19,188	14,377	12,054.62	663	138,930,320	4.77	9,180,308	761.55	11,524
Riverview Gardens	15,075	10,176	8,723.35	444	98,824,345	4.91	6,655,147	762.91	11,329
Rockwood R-VI	10,434	9,140	7,726.01	408	101,658,825	4.89	6,207,333	803.43	13,158
University City	10,886	8,171	6,836.89	456	118,977,100	5.44	7,561,654	1,106.00	17,402
Valley Park	1,278	1,116	889.83	55	9,804,110	4.65	646,693	726.76	11,018
Webster Groves	12,446	8,433	7,273.29	463	102,981,008	5.31	7,087,986	974.52	14,159
Wellston	2,629	2,539	1,873.75	125	23,868,990	5.47	1,974,467	1,053.75	12,738
Special District	--	5,555	4,022.70	493	--	.35	8,113,726	--	--
TOTAL	284,552	216,706	184,161.36	10,783	$2,582,327,717		$164,533,464	$ 868.32	$14,335

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
SALINE COUNTY									
Miami R-I	251	154	132.94	11	$ 3,966,224	$3.00	$ 99,819	$750.85	$29,835
Central R-II	59	36	28.37	3	1,218,816	2.10	27,885	982.90	42,961
Orearville R-IV	130	80	68.46	4	2,169,027	2.20	46,419	678.05	31,683
Malta Bend R-V	327	297	246.91	18	4,407,193	3.00	206,380	835.85	17,849
Jester R-IX	63	56	30.63	2	783,391	3.75	23,159	756.10	25,576
Harleman R-X	103	78	66.13	3	2,176,877	2.00	47,384	716.53	32,918
Napton R-XI	49	49	41.05	3	1,234,369	2.00	32,711	796.86	30,070
Elgin R-XII	70	37	33.99	3	1,162,195	3.75	29,436	866.00	34,192
Nelson R-XVI	98	77	60.13	3	758,975	2.90	30,434	506.13	12,622
Gilliam C-4	103	84	74.07	5	1,146,195	2.95	41,058	554.31	15,474
Marshall	2,853	2,631	2,208.75	134	15,431,329	3.95	1,656,457	749.95	6,986
Slater	606	689	612.24	38	3,146,538	3.90	333,819	545.24	5,139
Sweet Springs R-VII	651	582	529.84	33	5,211,659	3.54	362,003	683.23	9,836
TOTAL	5,517	4,933	4,209.84	260	$44,714,043		$2,980,297	$707.93	$10,621
SCHUYLER COUNTY									
Schuyler County R-I	1,149	1,180	1,018.01	69	$8,233,214	$3.10	$781,830	$767.99	$8,088
TOTAL	1,149	1,180	1,018.01	69	$8,233,214		$781,830	$767.99	$8,088
SCOTLAND COUNTY									
Gorin R-III	128	129	113.71	12	$ 1,500 920	$4.30	$ 98,317	$864.62	$13,200
Rutledge R-IV	68	35	29.13	2	1,000 [illegible]	2.55	21,236	729.01	34,348
Bible Grove R-V	44	22	21.86	2	858,950	2.75	17,973	822.16	39,293
Granger C-1	53	34	30.99	2	485,200	3.65	20,927	675.28	15,657
Scotland County R-I	995	970	904.10	53	11,969,330	3.05	652,742	721.97	13,239
TOTAL	1,288	1,190	1,099.79	71	$15,814,950		$811,195	$737.59	$14,380
SCOTT COUNTY									
Illmo-Scott City R-I	1,419	1,197	1,084.99	55	$ 4,624,450	$4.25	$ 570,879	$526.16	$ 4,262
Chaffee R-II	1,075	791	718.17	45	3,639,685	3.75	438,526	610.61	5,068
Scott County R-IV	1,058	877	700.73	44	7,617,950	3.70	505,987	722.08	10,871
Scott County R-V	839	851	710.80	36	4,410,330	3.25	383,870	540.05	6,205
Sikeston R-VI	6,078	5,439	4,505.26	246	24,979,319	4.19	2,802,653	622.08	5,544
Kelso C-7	522	163	144.51	6	2,698,940	2.00	75,442	522.05	18,676
Oran R-III	879	583	494.15	33	4,488,760	3.75	339,048	686.12	9,084
TOTAL	11,870	9,901	8,358.61	465	$52,459,434		$5,116,404	$612.11	$ 6,276
SHANNON COUNTY									
Winona R-III	683	641	524.67	30	$1,450,550	$3.94	$317,493	$605.12	$2,765
Eminence R-I	544	491	447.16	23	2,908,585	3.95	293,723	656.86	6,505
TOTAL	1,227	1,132	971.83	53	$4,359,135		$632,239	$650.56	$4,485

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
SHELBY COUNTY									
Shelby County C-1	633	589	523.13	35	$ 8,120,385	$3.65	$ 412,701	$788.90	$15,523
R-IV (Shelbina)	1,511	1,352	1,203.71	67	13,459,095	3.62	805,475	669.16	11,181
TOTAL	2,144	1,941	1,726.84	102	$21,579,480		$1,218,176	$705.43	$12,497
STODDARD COUNTY									
Richland R-I	1,359	1,122	966.13	59	$ 7,426,125	$3.50	$ 668,996	$692.44	$7,686
Bell City R-II	647	562	480.99	35	4,442,111	3.50	369,433	768.06	9,235
Advance R-IV	730	657	599.76	34	4,126,182	3.30	361,360	602.50	6,880
Puxico R-VIII	785	760	648.36	33	3,923,280	3.40	382,237	589.54	6,051
Bloomfield R-XIV	868	882	727.56	51	5,142,500	3.50	560,407	770.25	7,068
Dexter R-XI	2,252	2,409	2,015.48	109	11,559,661	3.85	1,320,852	655.35	5,735
Bernie R-XIII	919	1,032	812.52	49	5,234,500	3.35	550,747	677.82	6,442
TOTAL	7,560	7,424	6,250.80	370	$41,854,359		$4,214,031	$674.15	$6,696
STONE COUNTY									
Hurley R-I	241	214	188.95	12	$ 1,279,305	$3.50	$ 125,503	$664.21	$ 6,771
Galena R-II	719	535	499.03	28	2,268,637	3.41	295,911	592.97	4,546
Crane R-III	682	533	454.61	25	3,817,926	3.40	252,676	555.80	6,199
Reeds Spring R-IV	753	726	641.20	40	7,139,622	2.80	450,406	702.44	11,135
Blue Eye R-V	391	387	321.80	18	2,193,325	3.50	168,800	524.54	6,816
TOTAL	2,786	2,395	2,105.59	123	$15,698,815		$1,293,296	$614.22	$ 7,456
SULLIVAN COUNTY									
Green City R-I	528	460	412.65	25	$ 4,948,140	$3.00	$288,169	$698.33	$11,991
Milan C-2	837	796	683.13	41	7,390,680	3.70	494,031	723.18	10,819
Newtown-Harris R-III	238	205	189.43	13	2,620,373	3.35	133,126	702.77	13,833
TOTAL	1,603	1,461	1,285.21	79	$14,959,193		$915,326	$712.19	$11,639
TANEY COUNTY									
Bradleyville R-I	195	215	192.78	12	$ 1,100,750	$3.48	$ 110,077	$ 571.00	$ 5,710
Taneyville R-II	179	118	99.65	5	821,370	3.25	44,667	448.23	8,243
Forsyth R-III	443	551	458.24	26	4,949,150	3.20	265,533	579.46	10,800
Branson R-IV	1,325	1,359	1,114.25	58	9,761,020	3.25	583,430	523.60	8,760
Hollister R-V	510	430	387.58	26	4,011,495	3.14	254,497	656.63	10,350
Kirbyville R-VI	138	108	86.14	4	855,520	3.35	41,732	484.46	9,932
Cedar Creek R-VII	78	52	41.89	4	708,380	2.50	71,160	1,698.74	16,910
Mark Twain R-VIII	134	103	93.11	6	670,450	2.50	50,731	544.84	7,201
TOTAL	3,002	2,936	2,473.64	141	$22,878,135		$1,421,828	$ 574.79	$ 9,249

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
TEXAS COUNTY									
Success R-VI	281	193	162.53	6	$ 868,374	$3.85	$ 77,861	$479.05	$5,343
Houston R-I	1,351	1,515	1,276.52	67	5,540,210	3.85	714,230	559.51	4,340
Summersville R-II	776	740	612.05	34	3,195,441	3.85	344,357	562.62	5,221
Licking R-VIII	833	914	754.55	37	3,539,911	4.02	462,685	613.19	4,691
Cabool R-IV	1,529	1,301	1,074.04	61	5,204,494	4.05	623,639	580.64	4,846
Plato R-V	607	610	509.89	28	2,061,015	3.85	319,461	626.52	4,042
Raymondville R-VII	265	185	147.60	7	1,198,311	3.65	81,760	553.92	8,119
TOTAL	5,773	5,551	4,405.29	240	$22,059,828		$2,647,811	$574.94	$4,790
VERNON COUNTY									
Metz R-II	223	179	158.95	11	$ 2,215,550	$3.90	$ 126,312	$794.66	$13,939
Walker R-IV	290	253	230.52	18	2,577,705	3.55	177,009	767.87	11,182
Nevada R-V	2,734	2,644	2,243.23	116	18,978,435	3.75	1,457,137	649.57	8,460
Bronaugh R-VII	299	274	252.13	20	2,690,425	3.75	191,954	761.33	10,671
Sheldon R-VIII	239	212	195.49	14	1,724,945	3.40	122,267	625.43	8,824
Schell City R-I	229	178	158.15	11	1,442,075	3.85	110,709	700.02	9,118
TOTAL	4,014	3,740	3,238.47	190	$29,629,135		$2,185,388	$674.82	$ 9,149
WARREN COUNTY									
Wright City R-II	871	763	661.62	35	$ 4,427,300	$4.25	$ 379,360	$573.38	$6,692
Warrenton R-III	1,638	1,517	1,220.96	68	10,232,560	4.30	751,427	615.43	8,381
TOTAL	2,509	2,280	1,882.58	103	$14,659,860		$1,130,787	$600.65	$7,787
WASHINGTON COUNTY									
Potosi R-III	3,399	2,796	2,526.66	132	$20,892,990	$4.00	$1,674,576	$662.76	$8,269
R-VII (Richwoods)	304	203	173.61	6	1,096,580	3.40	81,234	467.91	6,316
Valley R-VI	679	544	489.87	27	3,414,960	3.65	301,743	615.96	6,971
TOTAL	5,528	4,054	3,592.35	165	$28,068,960		$2,312,600	$643.75	$7,814
WAYNE COUNTY									
Greenville R-II	860	928	774.24	41	$3,397,730	$3.40	$ 437,834	$565.50	$4,388
Clearwater R-I	1,274	1,236	1,015.81	62	4,435,853	4.04	743,751	732.17	4,367
TOTAL	2,231	2,234	1,843.35	103	$8,044,583		$1,205,732	$654.09	$4,364
WEBSTER COUNTY									
Niangua R-V	412	404	336.32	19	$ 1,930,380	$4.50	$ 192,516	$572.41	$5,740
Fordland R-III	467	449	389.81	20	2,100,793	3.35	208,326	534.42	5,389
Marshfield R-I	2,148	1,988	1,674.89	92	11,115,954	3.75	1,045,470	624.20	6,637
Seymour R-II	1,027	954	787.27	42	4,041,184	3.50	435,410	553.06	5,133
TOTAL	4,054	3,795	3,188.29	173	$19,188,311		$1,881,721	$590.19	$6,018

TABLE 1 (continued)

County and District	Enumeration	Total Enrollment	Av. Daily Attendance	No. of Teachers	Assessed Valuation	Tax Levy	Current Costs	Current Expend. Per Pupil in ADA	Assessed Val. Per Pupil ADA
WORTH COUNTY									
Worth R-I	663	645	562.65	36	$ 9,197,340	$2.20	$392,765	$698.06	$16,346
Sheridan R-II	190	178	163.90	13	2,974,930	2.75	132,252	806.90	18,151
TOTAL	853	823	726.55	49	$12,172,270		$525,017	$722.61	$16,754
WRIGHT COUNTY									
Norwood R-I	298	361	303.01	20	$ 1,321,101	$3.52	$ 164,525	$542.97	$4,360
Hartville R-II	1,047	972	851.92	43	4,158,684	3.52	456,965	536.39	4,882
Mountain Grove R-III	2,344	1,974	1,645.40	95	7,933,773	3.52	1,029,286	625.55	4,822
Mansfield R-IV	767	729	649.14	36	3,510,760	3.52	408,015	628.54	5,408
Manes R-V	194	123	108.22	5	748,410	3.20	60,090	555.26	6,916
TOTAL	4,650	4,159	3,557.69	199	$17,672,728		$2,118,882	$595.57	$4,967
ST. LOUIS CITY	158,080	118,862	94,210.07	4,781	$1,679,716,010	$2.86	$78,898,350	$837.47	$17,829
STATE TOTAL	1,349,209	1,084,833	916,496.94	49,819	--	--	$674,591,459	$736.06	$10,823

The National Educational Finance Project (NEFP) was a study financed by the U.S. Office of Education. The Project produced five volumes regarding the background and status of educational finance schemes from states throughout the United States as well as the conclusions drawn by the personnel of the Project.

Volume 5 entitled "Alternative Programs for Financing Education" suggests a method of distributing funds to local school districts based upon the program offerings of the schools. This has been labeled a weighted-pupil method. The weights assigned to each subject matter area are based upon the cost of programs as compared to the cost of elementary education in grades 1 through 6.

Since there are no actual data available for the State of Missouri regarding the weighted costs of providing certain programs for children and the time available for the study was limited, the formula weights as described in the NEFP Report were utilized to make a projection for 48 districts with varied enrollments, geographical location, wealth, and educational programs. One element of the formula (compensatory education) was not used in the projection because it was felt that this phase of education is presently provided by federal funds. The results of the projections for the 48 school districts are shown in the following tables.

The first column of figures represents the 1971-72 state apportionment under the present distribution formula. The second column represents the results of a weighted-pupil formula which would require the revenue from a minimum locally assessed tax levy of $3.00 per $100 assessed valuation to be deducted in determining the projected allocation.

The third column represents the results of a weighted-pupil formula which would be fully financed by the State.

PART V - TABLE 2

ESTIMATED APPORTIONMENTS FOR SELECTED SCHOOL DISTRICTS

District	1971-72 Apportionment	Weighted-Pupil Required $3.00 Levy	Weighted-Pupil No Required Levy
Centralia	$ 430,688	$ 962,652	$ 1,374,000
St. Joseph	4,956,501	11,454,380	15,129,180
Poplar Bluff	1,728,537	4,310,301	5,121,720
Camdenton	303,130*	1,140,953	1,909,740
Cape Girardeau	1,152,611	3,376,200	5,160,600
Jackson	702,175	1,801,906	2,505,300
Carrollton	213,510*	980,912	1,380,600
Harrisonville	507,203	1,344,343	1,693,500
Sparta	126,878	275,597	329,820
Ozark	356,972	899,792	1,106,880

District	1971-72 Apportionment	Weighted-Pupil Required $3.00 Levy	Weighted-Pupil No Required Levy
Smithville	234,957	665,938	900,840
North Kansas City	5,551,802	11,927,702	18,593,100
Cameron	368,757	1,084,872	1,451,220
Jefferson City	1,058,715	2,998,347	5,527,440
Prairie Home	29,693*	44,489	134,940
Malden	616,819	1,513,581	1,690,320
Senath	462,144	1,207,991	1,542,660
Springfield	7,223,173	14,182,802	21,145,920
Republic	507,195	1,181,196	1,467,120
Trenton	447,057	1,226,851	1,680,300
Martinsville	16,735*	6,811	75,420
Mound City	69,856*	228,997	414,600
South Iron	145,294	220,110	418,980
Kansas City	14,028,696	31,395,713	58,007,400
Sarcoxie	196,052	518,641	648,120
Webb City	861,259	2,024,596	2,479,860
Crystal City	256,249	779,073	1,070,040
Warrensburg	417,729	1,412,049	1,924,680
Knox County R-I	189,411*	603,949	1,028,460
Concordia	66,905*	181,921	393,540
Odessa	510,505	1,306,414	1,639,020
Bevier	104,570	230,430	278,100
Ravanna	15,370*	13,358	69,600
Neosho	1,084,472	2,752,193	3,297,240
Maryville	290,310	1,090,739	1,631,700
Perryville	390,798	1,543,574	1,982,580
Smithton	158,781	494,271	612,360
St. James	484,802	1,175,982	1,414,080
Marion C. Early	185,296	450,349	536,220
Unionville	242,527	742,132	1,066,560
Doniphan	563,025	1,314,031	1,508,160
St. Charles	2,415,539	5,047,150	7,027,260
Clayton	410,476*	- 1,472,522	1,788,780
Kinloch	546,162	789,092	902,250
Webster Groves	1,749,842	2,826,870	5,916,300
Wellston	662,418	857,310	1,573,380
Eminence	145,750	429,342	516,600
St. Louis City	24,886,620	38,312,700	88,704,180

*School districts paid under provisions of the "grandfather" clause

Table 3 on the following page indicates, from the best data available, the total cost of a weighted-pupil formula to the state. This estimate, including transportation aid, would be approximately $712,315,000 if no locally assessed tax levy is required.

If, however, a locally assessed levy of $3.00 per $100 assessed valuation were to be required and the revenue derived used as a deduction, the required amount of state funds could be reduced to approximately $401,295,000.

PART V TABLE 3

STATE TOTAL
WEIGHTED-PUPIL FORMULA
SCHOOL FOUNDATION PROGRAM

	ADM				WEIGHTED ADM
Basic Elementary Grades 1-6	460,322	x	1.00	=	460,322
Grades 7-9	226,963	x	1.20	=	272,356
Grades 10-12	187,061	x	1.40	=	261,885
Kindergarten	34,882	x	1.30	=	45,347
Mentally Handicapped	18,267	x	1.90	=	34,707
Physically Handicapped	2,314	x	3.25	=	7,521
Special Learning Disorders	730	x	2.40	=	1,752
Vocational-Technical	32,853	x	1.80	=	59,135
Total	963,392				1,143,025
Total Weighted ADM	1,143,025	x	$600	=	$685,815,000
Estimated Transportation Aid					26,500,000
Total Estimated Need -- Weighted-Pupil Formula					$712,315,000

During the course of the Study, the Committee members requested information concerning possible alterations to the present formula which would cause it to be more responsive to current needs and improve the equalization factor. In response to these requests, two possibilities were developed as illustrated by Table 4.

Data for the same 48 school districts were used in illustrating these two projections as were used in the weighted-pupil projection. The left column indicates the 1971-72 school year apportionment for each school district under the present formula. The next column illustrates the probable apportionment with the following changes in the formula:

1. Change average daily attendance (ADA) to average daily membership (ADM). This change would be of significant benefit to those school districts which now enroll the majority of the pupils in the state.

2. Change the $400 per ADA to $600 ADM.

3. Remove the deduction for intangible tax since this source of revenue will be removed by law in 1975.

4. Remove the railroad and utilities tax deduction and recommend that this tax be paid to the state and be deposited to the credit of the State School Moneys Fund for distribution under the formula.

5. Change the deduction for local tax revenue from the product of a $1.25 levy to that of a $2.50 levy based equalized assessed valuation of the the district.

The next column illustrates the possible allocations to the districts if all property tax levies were to be eliminated and full funding provided from state sources.

The next two columns illustrate possible apportionments if the present formula were changed as follows:

1. Change average daily attendance (ADA) to average daily membership (ADM).

2. Change the $400 per ADA to $800 per ADM.

3. Remove the deduction for intangible tax since this source of revenue will be removed by law in 1975.

4. Remove the railroad and utilities tax deduction and recommend that this tax be paid to the State and and deposited to the credit of the State School Moneys Fund for distribution under the formula.

5. Change the deduction for local tax revenue from the product of a $1.25 levy to that of a $3.00 levy based on an equalized assessed valuation of the district.

In the proposed changes in the present formula which require a local levy, the present "grandfather" clause, which guarantees a school district no less money per pupil than it received under the formula during the 1968-69 school year, be eliminated at the end of the second year following the enactment of the suggested change in the formula.

PART V - TABLE 4

POSSIBLE ALTERNATIVES TO THE PRESENT SCHOOL FOUNDATION PROGRAM FORMULA

District	1971-72 Apportionment	$600 with Required $2.50 Levy	$800 with No Required Levy	$800 with Required $2.00 Levy	$1000 with No Required Levy
Centralia	$ 430,680	$ 575,794	$ 918,584	$ 803,876	$ 1,215,224
St. Joseph	4,956,501	7,204,710	10,267,093	9,858,393	13,533,193
Poplar Bluff	1,728,537	2,654,315	3,330,509	3,563,269	4,374,688
Camdenton	303,130*	521,784	1,162,440	778,133	1,546,920
Cape Girardeau	1,152,611	1,791,909	3,278,909	2,540,489	4,324,889
Jackson	702,175	965,472	1,581,634	1,389,440	2,092,834
Carrollton	213,510*	472,187	805,260	669,992	1,069,680
Harrisonville	507,203	824,657	1,115,621	1,128,084	1,477,241
Sparta	126,878	181,685	226,871	245,368	299,591
Ozark	356,972	545,077	717,650	740,782	947,870
Smithville	234,957	336,316	532,068	470,786	704,688
North Kansas City	5,551,802	7,720,144	13,274,642	10,909,264	17,574,662
Cameron	368,757	595,652	900,942	826,554	1,192,902
Jefferson City	1,058,715	1,646,441	3,754,018	2,460,265	4,989,358
Prairie Home	29,693*	26,439	101,815	44,844	135,295
Malden	616,819	969,163	1,116,446	1,287,287	1,464,026
Senath	462,144	713,897	992,789	968,799	1,303,468
Springfield	7,223,173	8,650,137	14,452,735	12,073,677	19,036,795
Republic	507,195	719,340	957,610	988,306	1,274,230
Trenton	447,057	711,486	1,089,360	986,191	1,439,640
Martinsville	16,735*	- 1,967	55,207	4,418	73,027
Mound City	69,856*	91,956	246,625	142,022	327,625
South Iron	145,294	175,868	341,593	251,263	450,133
Kansas City	14,028,696	20,711,284	42,887,690	29,534,083	56,145,770
Sarcoxie	196,052	317,341	425,240	436,341	565,820
Webb City	861,259	1,347,063	1,726,449	1,826,665	2,281,929
Crystal City	256,249	463,521	705,993	641,286	932,253
Warrensburg	417,729	716,908	1,144,100	1,000,109	1,512,740
Knox County R-1	189,411*	268,570	642,330	429,679	854,190
Concordia	66,905*	50,206	226,555	89,996	301,615
Odessa	510,505	796,064	1,073,235	1,087,489	1,420,095
Bevier	104,570	174,276	214,001	235,631	283,301
Kevanna	15,370*	4,142	51,010	11,688	67,930
Neosho	1,084,472	1,742,890	2,197,096	2,349,849	2,894,896
Maryville	290,310	445,207	896,005	644,667	1,185,629
Perryville	390,798	746,586	1,112,424	1,031,618	1,470,624
Smithton	158,781	238,699	337,106	328,457	446,546
St. James	484,802	716,275	914,690	975,572	1,213,670
Marion C. Early	185,296	273,721	345,280	373,169	459,040
Unionville	242,527	357,298	627,655	506,087	830,515
Doniphan	563,025	861,761	1,023,535	1,158,626	1,352,755
St. Charles	2,415,539	3,321,644	4,971,736	4,597,586	6,577,696
Clayton	410,476*	- 1,341,719	1,376,033	- 1 438,149	1,823,153
Kinloch	546,162	756,050	850,773	981,005	1,094,673
Webster Groves	1,749,842	2,133,899	4,708,424	3,136,934	6,226,364
Wellston	662,418	953,118	1,299,895	1,300,703	2,016,853
Eminence	145,750	204,612	277,327	278,449	365,707
St. Louis City	24,886,620	28,776,506	70,769,406	41,773,006	92,164,568

*School districts paid under provisions of the "grandfather" clause

Table 5 illustrates the possible cost to the state for each of the two revisions of the present formula. One can observe that, with the $600 per ADM and $2.50 levy changes, the cost would be approximately $394.6 million. However, with the levy deduction removed, the cost would be approximately $653.8 million.

If the $800 per ADM and the $3.00 option were implemented, the cost would be approximately $538 million while the cost of the option without the $3.00 levy deduction would be approximately $849 million.

PART V - TABLE 5
PROPOS[illegible] IMPROVEMENT TO
SCHOO[illegible] DATION PROGRAM
STATE TOTALS

976,349.70 (ADM)	x $600	= $585,809,820	
101,972.00 (ADC)	x $125	= 12,746,500	
3,556.00 (Orphans)	x $125	= 444,500	
23,544.02 (ADM -- Summer School)	x $ 35	= 824,041	
844,740.18 (ADM)	x $ 14	= 11,826,362	
Total Minimum Guarantee			$611,651,223
Deduction from Minimum Guarantee: 10,367,319,723 (Equalized Assessed Valuation) / 100 x $2.50		=	$259,182,993
Total Formula Apportionment			$352,468,230
Estimated Exceptional Pupil Aid			16,000,000
Estimated Transportation Aid			26,500,000
Total Estimated Need -- School Foundation Program			$394,968,230

976,349.70 (ADM)	x $800	= $781,079,760	
101,972.00 (ADC)	x $125	= 12,746,500	
3,556.00 (Orphans)	x $125	= 444,500	
23,544.02 (ADM -- Summer School)	x $ 35	= 824,041	
844,740.18 (ADM)	x $ 14	= 11,826,362	
Total Minimum Guarantee			$806,921,163
Deduction from Minimum Guarantee: 10,367,319,723 (Equalized Assessed Valuation) / 100 x $3.00		=	$311,019,592
Total Formula Apportionment			$495,901,571
Estimated Exceptional Pupil Aid			16,000,000
Estimated Transportation Aid			26,500,000
Total Estimated Need -- School Foundation Program			$538,401,571

Recommendations

The process of fund distribution is the heart of any state aid to education proposal. This process must take into consideration the concerns of each school district, the varying needs of students, the availability of funds, the attitude of the Legislature toward education, and the demands of the public. The Distribution of Funds Study Committee has asked questions, made certain assumptions, and drawn conclusions all of which are presented in the Report of the Committee. Based upon these processes, the Distribution of Funds Study Committee recommends that the School Foundation Program be continued but that changes be made in Section 163.031 RSMo., which will provide for the distribution of funds in a manner which will contribute to better equalization of financial resources and to the attainment of the goal of equal participation by the state and local school districts in the cost of operation of educational programs. In order to attain better equalization and equal participation of local and state agencies the committee recommended the following changes be made.

1. The present formula of the School Foundation Program as described in Section 163.031 be changed to provide that all available funds will be distributed to school districts based on pertinent data, that 50 percent of the current operational costs will be assumed by the state, and that the changed distribution formula will contain at least the same degree of equalization as exists in the present formula.

2. The wording of Section 163.031 RSMo., paragraph four be changed so as to phase out the present provision which assures certain school districts an established amount of funds per pupil in average daily attendance. A two-year period is suggested as reasonable for the phase-out period.

3. "Abandonment Building" aid as provided for in Section 163.101 RSMo., be eliminated since it is of no significant value to the statewide educational processes.

4. A study be made of the present method of apportionment of transportation aid, consideration to be given to the factors which affect districts with extremely high density and those with extremely low density, adjustments to be made so as to provide a more equitable means of apportioning state aid for pupil transportation and consideration to be given to the addition of a factor for state aid to those districts providing special transportation services to handicapped children. This study to be made and implemented through recommendations to the next session of the General Assembly.

5. "Exceptional Pupil" aid be continued at the present level as provided in Section 163.151 RSMo., pending the outcome of a current study and the recommendations of those making that study.

6. The basis for distribution of funds continue to be average daily attendance (ADA) as presently provided in the law (Section 163.031) describing School Foundation Program formula.

7. After July 1, 1974, only those districts which meet or exceed the minimum classification standards of the State Department of Education shall be eligible to receive funds apportioned through the School Foundation Program.

8. The State Department of Education be directed to immediately carry out a comprehensive study of the school building needs of the state and develop an equitable method to meet those needs.

9. There be conducted during 1973-74 a study designed to yield data which would be pertinent to Missouri relative to distribution of state funds on the basis of a weighted-pupil formula. If the data for the weighted-pupil formula so justifies, a recommendation be made to the General Assembly in 1975 (or as soon thereafter as possible) for the implementation of such a formula to replace the School Foundation Program then in effect.

10. The state return to the previous practice of providing 50 percent of the entitlements to eligible school districts in the September payment.

Missouri Community Junior College Financing

NOTE: Materials and data for this portion of the report were prepared by Community College representatives and presented to the Distribution of Funds Study Committee for consideration and approval.

Missouri statutes were passed in 1961 to provide for the formation of junior college districts. Since that time state participation in the financing of junior colleges has been based upon a formula of flat grants per full-time equated student (FTE). The flat grant method of financing does not take into consideration the wide range in local resources available to the junior colleges.

Recommendations for a new type of junior college support program are based upon the following assumptions.

The financial support program:

1. Should encourage state-wide equality of educational opportunity;

2. Should include concern for the individual district's financial ability;

3. Should assure that student tuition or fees are kept to a minimum;

4. Should incorporate incentive to each district to provide the best education it can afford;

5. Should be characterized by ease of computation and accessibility of input variables;

6. Should establish an equal partnership between the State and the local districts for the provision of facilities;

7. Should provide for a "charge-back" system whereby a home district of the student will contribute to his education expense if he is not a resident of an operating junior college district;

8. Should provide for a sound and predictable support level;

9. Should define a minimum number of factors for subsequent updating of the "standard of adequacy" to meet changing financial needs; and

10. Should provide for the revision of the tax levy authorization currently specified in Missouri statutes.

Representatives of all Missouri public junior colleges have studied methods of state participation in junior college financing and have unanimously endorsed this proposal.

The Foundation Support Program

A foundation support program should be adopted for junior colleges including four basic elements: (A) a standard of adequacy, (B) a level of student participation, (C) a level of local district participation, and (D) a level of state participation. A description of each element and the computational formula for each follows:

A. Standard of Adequacy. A minimum expenditure expressed in dollars per full-time equated student should be established for the entire state. This "standard of adequacy" represents the minimal financial effort made toward the education of each full-time equivalent student. Any district not meeting this standard would not qualify for state aid.

B. Level of Student Participation. Although much argument has been presented in junior college literature supporting tuition/maintenance fee free education for two years beyond high school, practices in Missouri and the stated views of some legislators and other individuals indicated a feeling that the student should participate in the financing of his own education. Therefore, the first element contributing to the effort to meet the "standard of adequacy" is computational student participation of $200 per year per full-time equated student. This amount is used for computation only and does not represent any minimum or maximum fee limitation.

C. Level of District Participation. This element of the support program would be computed by dividing the total assessed valuation of the junior college district by the number of FTE students to determine the amount of assessed valuation supporting the education of each FTE student. The local contribution from taxes toward achieving the "standard of adequacy" would be determined by multiplying a computational levy of 15 cents per hundred dollars of assessed valuation per FTE student. (This calculation should be based on an equalized assessment to compensate for the disparities in levels of assessment among counties.) The resultant product represents in dollars the local tax contribution toward meeting the "standard of adequacy" [See additional comments below on local tax rates.

D. Level of State Participation. The amount of state aid for which a district is eligible for each FTE student would be computed by adding $200 student participation to the amount of local district taxes per FTE student, then subtracting that sum from the "standard of adequacy."

Explanatory Note

Table I and the chart following it present an example of the state-aid formula proposed.

LOCAL TAX RATE

An integral part of this proposal is the revision of the present permissive legislation providing for a graduated authorized tax levy. The present law provides for taxing authority to the junior college district based on the level of assessed valuation in accordance with the following scale:

Assessed Valuation In Dollars	*Rate Per $100 of Assessed Valuation*
$ --1 billion or more	$ .10
500 billion but less than 1 billion	.20
100 million but less than 500 million	.30
--less than 100 million	.40

This scale should be revised to only two steps, permitting districts with an assessed valuation of a billion dollars or more to levy 20 cents and

districts of less than a billion dollars to levy 40 cents per hundred dollars assessed valuation. The two districts in the state with more than a billion dollar assessed valuation presently have voter approval for a continuing levy of 15 cents per hundred dollars assessment.

The present graduated scale can have disasterous results for a district when it reaches a new level of assessment calling for a reduction in tax rate. A small increase in assessed valuation can result in a drastic reduction in local taxes.

Presently there are no districts in, or near, the assessment level of 500 million to one billion dollars. The change from a 40 cent to 20 cent rate could be established at this level of assessed valuation and no district would be affected by an automatic tax rate reduction at any time in the forseeable future.

PROPOSED LOCAL TAX SCALE

Assessed Valuation In Dollars	*Rate Per $100 of Assessed Valuation*
$ --1 billion or more	$.20
less than 1 billion	.40

Adjustments in Standard of Adequacy

State average expenditures per FTE student for 1971-72 are estimated by the State Department of Education to be $970. Using this figure as a base, annual or biennial adjustments could be made in the standard of adequacy to reflect trends in the national economy. The national cost-of-living index or the cost formula used by the Missouri Commission on Higher Education could be used for this purpose. Applying the current MCHE estimate of +5.6% to the $970 average cost shown above, the standard of adequacy projected for 1972-73 would be $1024. This figure was used in the accompanying table and chart.

Capital Outlay

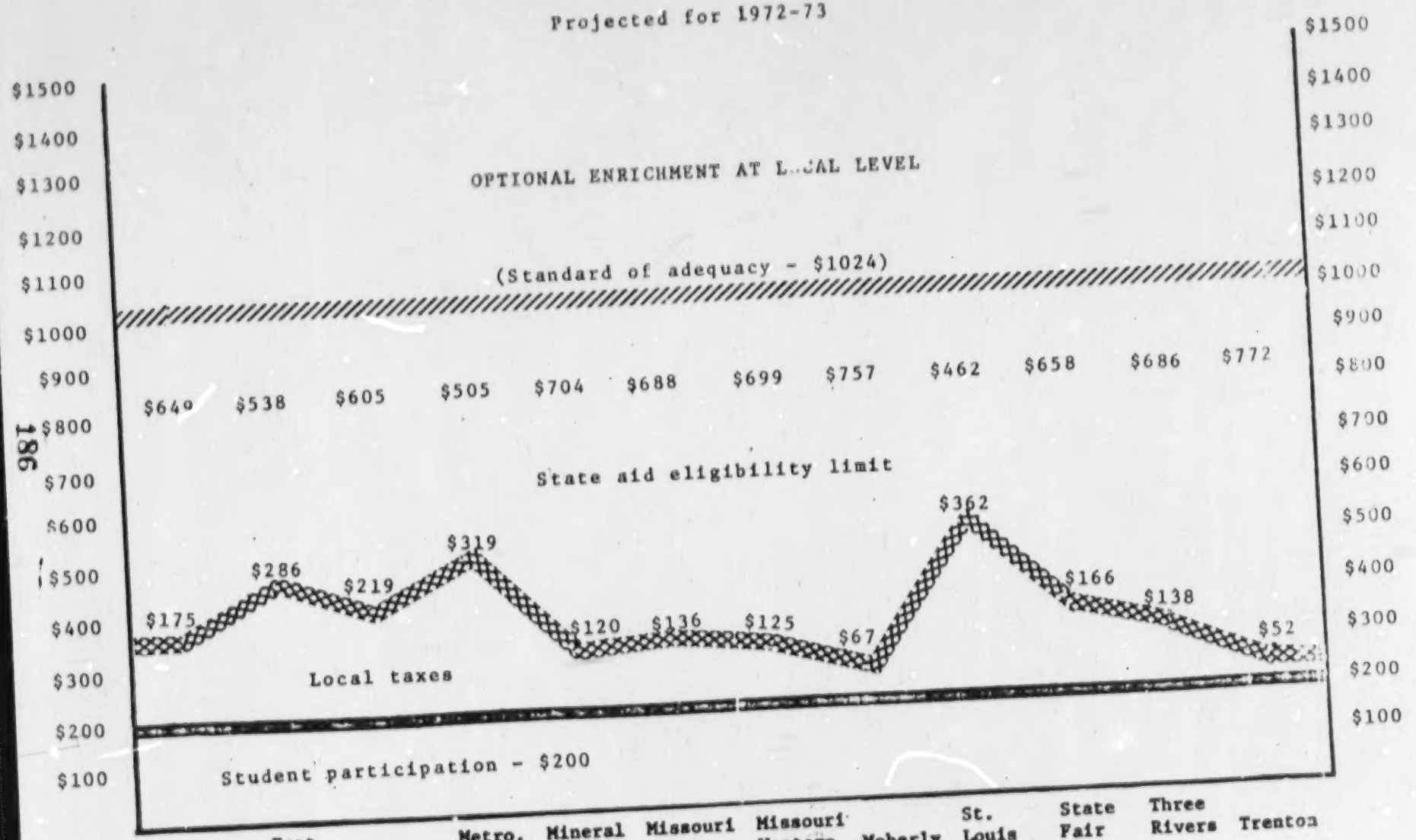
The State of Missouri should assist junior college districts by providing for fifty percent of cost of sites, buildings and equipment. Realizing that without state bond issues, funds are not always available to meet this need, it is proposed that capital outlay costs be shared by the state through participation in principal payments of bond issues of the local junior college districts. The appropriate state agency could administer guidelines for approvable projects, the junior college districts could follow their regular procedures for issuing bonds, and the state could assist by sharing in a portion of the annual payment of principle of the bond issue.

Considerable local tax relief could be realized by making this provision applicable to outstanding bond issues of districts that have already taken the initiative to solve their building problems.

FIGURE 5

MISSOURI PUBLIC JUNIOR COLLEGE FINANCIAL SUPPORT PROGRAM

Projected for 1972-73



Part V

TABLE 6

STUDENT MAINTENANCE FEES AND TUITION CHARGES

PER CREDIT HOUR

1971-72 Academic Year

College	In-District Fee Per Semester Hour 1971-72	Out-of-District Tuition Per Semester Hour 1971-72	Out-of-State Tuition Per Semester Hour 1971-72
Crowder College	$ 8.00 80.00*	$ 12.00 145.00*	$ 15.00 225.00*
East Central Junior College	8.33	16.66	27.08
Jefferson College	10.00	20.00	32.50
Metropolitan Junior College District - Kansas City	9.00 100.00*	18.00 200.00*	36.00 420.00*
Mineral Area Junior College	5.00	11.00	24.00
Missouri Southern College	9.00 95.00*	13.00 150.00*	22.00 345.00*
Missouri Western College	15.00 135.00*	18.88 170.00*	30.00 360.00*
Moberly Junior College	8.35	12.50	25.00
St. Louis - St. Louis County JCD	14.00	41.00	53.00
State Fair Community College	7.50	12.00	27.50
Three Rivers Junior College	5.50	13.75	21.75
Trenton Junior College	8.00	17.00	34.00

* Maximum tuition charge per semester.

Part V

TABLE 7

MISSOURI PUBLIC JUNIOR COLLEGE SUPPORT PROGRAM
PROJECTED FOR 1972-73

JUNIOR COLLEGE DISTRICT	DISTRICT VALUATION	FTE STUDENTS	ASSESSED VALUATION PER STUDENT	×	COMPUTATIONAL LEVY*	=	A. LOCAL PART.	B. STUDENT PART.	A+B	STANDARD OF ADEQUACY	-	A+B	=	D. STATE AID LIMIT
Crowder	$ 54.5M	569	$ 95,800		.15		$144	$200	$344	$1,024		$344		$680
East Central	124. M	665	186,400		.15		280	200	480	1,024		480		544
Jefferson	199. M	1,317	151,100		.15		227	200	427	1,024		427		597
Metropolitan	1,600. M	6,755	236,800		.15		355	200	555	1,024		555		469
Mineral Area	92. M	1,126	81,700		.15		123	200	323	1,024		323		701
Missouri Southern	169. M	2,085	81,000		.15		122	200	322	1,024		322		702
Missouri Western	181. M	2,065	87,600		.15		131	200	331	1,024		331		693
Moberly	23. M	535	43,000		.15		65	200	265	1,024		265		759
St. Louis - JCD	4,487. M	16,936	264,900		.15		397	200	597	1,024		597		427
State Fair	97. M	814	119,200		.15		179	200	379	1,024		379		645
Three Rivers	88. M	964	91,300		.15		137	200	337	1,024		337		687
Trenton	15. M	543	27,600		.15		41	200	241	1,024		241		783

*Levy per one hundred dollars assessed valuation

Part V

TABLE 8

MISSOURI PUBLIC JUNIOR COLLEGE SUPPORT PROGRAM
PROJECTED FOR 1973-74

JUNIOR COLLEGE DISTRICT	DISTRICT VALUATION	FTE STUDENTS	ASSESSED VALUATION PER STUDENT	x	COMPUTATIONAL LEVY*	=	A. LOCAL PART.	B. STUDENT PART.	A+B	STANDARD OF ADEQUACY	-	A+B	=	D. STATE AID LIMIT
Crowder	$ 55M	603	$1,200		$ .15		$137	$200	$337	$1,071		$337		$734
East Central	127M	705	180,100		.15		270	200	470	1,071		470		601
Jefferson	208M	1,396	149,000		.15		224	200	424	1,071		424		647
Metropolitan	1,620M	7,160	226,200		.15		339	200	539	1,071		539		532
Mineral Area	94M	1,194	78,700		.15		118	200	318	1,071		318		753
Missouri Southern	173M	2,210	78,300		.15		117	200	317	1,071		317		754
Missouri Western	185M	2,189	84,500		.15		127	200	327	1,071		327		744
Moberly	23.5M	567	41,400		.15		62	200	262	1,071		262		809
St. Louis- JCD	4,520M	17,952	251,800		.15		378	200	578	1,071		578		493
State Fair	99M	863	114,700		.15		172	200	372	1,071		372		699
Three Rivers	89.5M	1,022	86,600		.15		130	200	330	1,071		330		741
Trenton	15.5M	576	26,900		.15		40	200	240	1,071		240		831

*Levy per one hundred dollars assessed valuation.

Part V

TABLE 9

SUMMARY OF ASSESSED VALUATION AND TAX LEVIES BY JUNIOR COLLEGE DISTRICT

The following represents a summary of the assessed valuation and tax levies by district as indicated in the January 1972 newsletter (Volume 7, No. 1) published by the Junior College Section, Missouri State Department of Education:

College	Assessed Valuation	Operating Levy	Debt Retirement
Crowder College	$ 54,095,324	$ .40	$ .10
East Central Junior College	120,326,038	.20	.20
Jefferson College	178,700,491	.30	.20
Metropolitan JCD (Kansas City)	1,584,558,331	.15	.15
Mineral Area Junior College	89,746,172	.40	.27
Missouri Southern College	164,800,000	.30	.15
Missouri Western College	178,100,000	.30	.28
Moberly Junior College	22,960,000	.36*	NA
St. Louis JCD	4,459,815,905	.15	.07
State Fair Community College	94,742,561	.40	NA
Three Rivers Junior College	85,000,000	.40	NA
Trenton Junior College	15,076,335	.30*	NA

*K-14 systems - represents amount set aside for operation of junior college program.

Part V

TABLE 10

STUDENT MAINTENANCE FEES AND TUITION CHARGES

PER CREDIT HOUR

1971-72 Academic Year

College	In-District Fee Per Semester Hour 1971-72	Out-of-District Tuition Per Semester Hour 1971-72	Out-of-State Tuition Per Semester Hour 1971-72
Crowder College	$ 8.00 80.00*	$ 12.00 145.00*	$ 15.00 225.00*
East Central Junior College	8.33	16.66	27.08
Jefferson College	10.00	20.00	32.50
Metropolitan Junior College District - Kansas City	9.00 100.00*	18.00 200.00*	36.00 420.00*
Mineral Area Junior College	5.00	11.00	24.00
Missouri Southern College	9.00 95.00*	13.00 150.00*	22.00 345.00*
Missouri Western College	15.00 135.00*	18.88 170.00*	30.00 360.00*
Moberly Junior College	8.35	12.50	25.00
St. Louis - St. Louis County JCD	14.00	41.00	53.00
State Fair Community College	7.50	12.00	27.50
Three Rivers Junior College	5.50	13.75	21.75
Trenton Junior College	8.00	17.00	34.00

* Maximum tuition charge per semester.

Recommendations—Community Colleges

Foundation Support Program

It was recommended that the foundation support program for the community college sector of public education be composed of four elements:

1. *Standard of Adequacy.* A minimum expenditure expressed in dollars per full-time equated student should be established for the entire state. This "standard of adequacy" represents the minimal financial effort made toward the education of each full-time equivalent student. Any district not meeting this standard would not qualify for state aid.

2. *Level of Student Participation.* Although much argument has been presented in junior college literature supporting tuition/maintenance fee free education for two years beyond high school, practices in Missouri and the stated views of some legislators and other individuals indicate a feeling that the student should participate in the financing of his own education. Therefore, the first element contributing to the effort to meet the "standard of adequacy" is a computational student participation of $200 per full-time equated student. This amount is used for computation only and does not represent any minimum or maximum fee limitation.

3. *Level of District Participation.* This element of the support program would be computed by dividing the total assessed valuation (equalized to 30 percent) of the junior college district by the number of FTE students to determine the amount of assessed valuation supporting the education of each FTE student. The local contribution from taxes toward achieving the "standard of adequacy" would be determined by multiplying a computational levy of 15 cents per hundred dollars of assessed valuation per FTE student. The resultant product represents in dollars the local contribution toward meeting the "standard of adequacy."

4. *Level of State Participation.* The amount of state aid for which a district is eligible for each FTE student would be computed by adding the $200 student participation to the amount of local district taxes per FTE student, then subtracting that sum from the "standard of adequacy."

In order to implement the foundation support program suggested, the local tax scale for Community Colleges should be as follows:

Assessed Valuation in Dollars	*Rate per $100 of Assessed Valuation*
$ -- 1 billion or more	$ .20
less than 1 billion	.40

The above maximum rates to be established by the college board of education may be increased by a favorable vote of the people.

Capital Outlay

The State of Missouri should assist community college districts by providing for 50 percent of the capital outlay costs connected with the construction of educational buildings.

Capital outlay costs should be approved by the appropriate section of the State Department of Education and all plans for construction would be subject to approval by the School Building Services Section of the State Department of Education prior to approval of state funds.

Payment of state funds for capital outlay would be based upon the amount needed to meet the principal portion of the debt service obligation for an approved program for each affected community college district.

Conclusions

Following several months of study, the examination of pertinent data, and discussion with individuals both within and without the Committee, the following conclusions were drawn to represent a consensus of opinion of the Committee:

1. There is sufficient wealth within the State of Missouri to provide the needed funds for public education.

2. The distribution-of-funds plan should include preschool through the community college levels.

3. Effective organization and operation of a school district should be required for eligibility to participate in the distribution of state funds.

4. Service connected apportionment such as transportation, food services, abandonment buildings, etc., should remain separate from the School Foundation Program formula.

5. The maximum possible equalization of wealth should be attained through the method of fund distribution recommended.

6. The formula must be simple in design in order that it may be easily explained and readily understood.

7. The formula must be capable of distributing all of the money available.

8. Decision making authority in the areas of program planning, employment of personnel, construction of facilities, and provision of services must be retained by local district boards of education.

9. The formula should not result in a decrease in the availability of federal funds.

10. The formula resulting from this Study must be continually reevaluated and subject to alterations as educational needs and available funds change.

Appendices

to

Total Report

1941

Appendix A

Map Showing Location of Committee Members by Counties A-1

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Kindergarten Enrollment in Missouri High School Districts, 1970-71 . . . . . A-5

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Form Used to Survey Opinions of Participants in the Thirteen Regional Educational Conferences A-11

A Statistical Analysis and Certain Observations of Responses on Educational Issues Made by Participants in the Regional Educational Conferences A-12

MISSOURI
1972
STUDY OF PUBLIC SCHOOL FINANCE
LOCATION OF COMMITTEE MEMBERS
EP - Educational Programs Committee
DS - District Structure Committee
SF - Sources of Funds Committee
DF - Distribution of Funds Committee
Atchison 1-DF
Nodaway 1-DS 1-SF
Worth
Harrison
Mercer
Putnam
Schuyler
Scotland 1-DS
Clark
Gentry
Sullivan
Adair 1-SF
Knox
Lewis 1-DF
Holt
Andrew
DeKalb
Grundy 1-DS 1-DF
Daviess
Linn 1-DS
Macon
Shelby
Marion
Livingston
Clinton
Caldwell
Buchanan 1-DS
Carroll
Chariton 1-EP
Randolph 1-EP
Monroe
Ralls
Pike 1-EP 1-DS
Platte
Clay 1-DF
Ray
Saline
Howard
Boone 2-EP 1-DS 2-DF 3-SF
Audrain
Lincoln
Jackson 3-EP 4-DS 6-SF 5-DF
Lafayette
Calloway
Montgomery
Johnson
Pettis 1-DS
Cooper
Warren
St. Charles
St. Louis 5-EP 3-DS 11-SF 11-DF
Cass 1-DS
Morgan
Moniteau
Cole 2-EP 1-DS
Osage
Gasconade
Franklin 1-SF
Jefferson 1-DF
Henry 1-SF
Benton
Miller 1-DF
Maries
Bates
St. Clair
Camden 1-DS
Crawford
Washington
Ste. Genevieve
Vernon
Hickory
Pulaski
Phelps 1-EP
Perry
Cedar 1-DS
Polk
Dallas
Laclede 1-EP 1-DF
Dent
Iron
St. Francois 2-EP
Barton 1-DS
Dade
Reynolds
Madison 1-DS
Bollinger
Cape Girardeau 1-SF
Jasper 1-EP 1-DF
Lawrence
Greene 2-EP 2-SF 2-DF
Webster 1-DS
Wright
Texas 1-DS 1-SF
Shannon
Wayne
Scott 1-EP 1-SF
Newton 1-DS
Christian
Douglas
Howell 1-LP
Carter
Stoddard 1-EP
Mississippi
Barry 1-EP
Stone
Taney
Ozark
Oregon 1-DS
Ripley
Butler
McDonald
Dunklin
New Madrid 1-DF
Pemiscot 1-DS
1-DS

A-1

COUNTY SUMMARY DATA FOR 1971-72 SCHOOL YEAR

County	Enumeration	Total Enrollment	Average Daily Attendance	Number of Teachers	Assessed Valuation	Average Tax Levy	Current Expenditures	Current Expenditures Per Pupil in ADA	Assessed Valuation Per Pupil in ADA
Adair	4,194	3,759	3,229.42	216	35,284,311	3.62	2,557,852	792.04	10,926
Andrew	3,168	3,015	2,644.22	152	20,316,480	3.87	1,781,770	673.83	7,683
Atchison	2,248	2,099	1,804.11	127	30,079,237	3.33	1,525,708	845.68	16,648
Audrain	6,617	5,842	5,109.74	316	47,647,304	3.87	4,046,830	791.98	9,364
Barry	5,755	5,258	4,523.60	272	27,357,340	3.65	3,063,895	677.31	6,043
Barton	2,487	2,264	2,019.37	124	19,876,378	3.17	1,460,042	723.01	9,843
Bates	3,971	3,561	3,219.21	184	30,209,854	3.42	2,152,305	668.58	9,384
Benton	2,440	2,365	1,940.98	118	24,294,121	2.51	1,343,923	692.39	12,516
Bollinger	2,533	2,239	2,037.63	115	9,961,550	3.49	1,446,363	709.82	4,889
Boone	18,627	17,013	14,146.90	929	154,010,492	4.05	10,589,223	748.51	10,887
Buchanan	27,216	20,439	17,528.13	932	140,439,995	4.18	11,937,465	681.04	8,012
Butler	11,356	8,870	7,576.11	435	40,395,688	3.73	5,566,466	734.73	5,332
Caldwell	2,351	2,202	1,897.69	131	24,054,506	2.89	1,481,499	780.68	12,676
Callaway	5,515	5,149	4,386.17	265	43,572,383	2.91	3,276,870	747.09	9,934
Camden	3,588	3,301	2,794.87	177	34,059,851	3.33	2,099,476	751.18	12,187
Cape Girardeau	14,210	9,780	8,439.10	520	97,534,915	3.46	6,332,053	750.32	11,557
Carroll	3,314	2,802	2,460.69	1[illegible]	30,883,574	3.03	2,068,821	840.74	12,551
Carter	1,643	1,396	1,168.32	6[illegible]	5,632,295	3.20	877,179	750.80	4,821
Cass	12,789	13,384	11,030.09	620	61,310,642	4.22	7,766,452	704.11	5,558
Cedar	2,763	2,457	2,189.93	127	16,833,084	3.11	1,440,666	657.85	7,687
Chariton	2,656	2,255	2,011.24	135	28,739,265	2.64	1,642,628	816.72	14,289
Christian	4,860	4,331	3,651.87	191	21,289,538	3.89	2,076,266	568.54	5,830
Clark	2,242	2,083	1,830.87	120	22,889,284	3.21	1,362,764	744.32	12,502
Clay	36,927	34,264	29,085.50	1,606	302,522,539	3.77	21,131,953	726.54	10,401
Clinton	3,368	3,251	2,851.91	153	28,796,866	3.83	1,997,566	700.43	10,097
Cole	14,665	8,809	7,545.59	406	103,664,395	3.39	5,287,406	700.72	13,738
Cooper	3,703	3,099	2,643.39	174	31,750,759	3.11	2,019,203	763.86	12,011
Crawford	3,655	3,345	2,907.96	148	20,870,835	3.11	1,825,843	627.87	7,177
Dade	1,696	1,490	1,334.87	96	13,365,020	3.58	1,044,266	782.29	10,012
Dallas	2,511	2,170	1,842.55	101	11,044,585	3.50	1,404,831	762.43	5,994
Daviess	1,984	1,791	1,553.09	120	21,647,902	3.49	1,248,410	803.82	13,939
DeKalb	1,868	1,841	1,606.70	100	17,897,520	3.81	1,211,452	753.99	11,139
Dent	3,297	2,991	2,457.19	138	16,118,675	3.45	1,660,753	675.87	6,560
Douglas	2,444	2,084	1,784.53	107	11,073,988	3.04	1,266,398	709.65	6,206
Dunklin	11,228	9,781	8,015.84	482	44,057,816	3.86	5,957,829	743.25	5,496

SUMMARY DATA (continued)

County	Enumeration	Total Enrollment	Average Daily Attendance	Number of Teachers	Assessed Valuation	Average Tax Levy	Current Expenditures	Current Expenditures Per Pupil in ADA	Assessed Valuation Per Pupil in ADA
Franklin	19,586	14,920	12,605.25	667	100,475,700	3.93	8,791,839	697.47	7,971
Gasconade	4,165	3,463	3,083.67	192	27,662,170	4.06	2,163,803	701.69	8,971
Gentry	1,988	1,851	1,660.11	108	23,577,915	2.98	1,287,370	775.47	14,203
Greene	39,291	33,819	30,525.55	1,6[illegible]	299,077,094	3.36	22,402,136	733.88	9,798
Grundy	3,254	2,647	2,276.26	138	26,728,965	4.12	1,811,252	795.71	11,742
Harrison	2,573	2,389	2,080.32	163	30,211,827	3.65	1,913,400	919.76	14,523
Henry	4,341	4,240	3,504.99	210	38,778,226	3.15	2,505,276	715.05	11,064
Hickory	1,370	1,277	1,102.76	73	10,167,585	3.41	799,866	725.33	9,220
Holt	1,481	1,287	1,164.46	90	17,600,909	3.23	1,019,992	875.93	15,115
Howard	2,577	2,282	1,984.37	120	19,257,500	3.00	1,286,789	648.46	9,705
Howell	7,418	6,812	5,830.58	325	30,555,286	4.27	4,085,871	700.76	5,241
Iron	3,547	3,135	2,649.51	148	42,183,431	3.25	1,950,295	736.09	15,921
Jackson	211,106	151,473	127,354.81	6,800	1,457,828,081	4.94	107,755,176	846.10	11,447
Jasper	24,260	20,223	16,921.54	934	148,709,777	3.18	11,812,925	698.09	8,788
Jefferson	39,728	32,297	26,919.08	1,259	131,832,639	4.82	17,273,482	641.68	4,897
Johnson	5,993	7,050	5,871.90	370	48,585,969	3.05	4,302,847	732.78	8,274
Knox	1,440	1,165	1,089.03	73	14,128,916	3.10	876,592	804.92	12,974
Laclede	5,123	4,974	4,180.16	229	25,895,407	3.32	2,696,790	645.61	6,195
Lafayette	7,339	6,447	5,498.62	351	55,498,918	3.67	4,522,382	822.45	10,093
Lawrence	6,639	5,784	5,007.14	277	32,660,170	3.60	3,247,346	648.54	6,523
Lewis	2,906	2,613	2,432.45	132	20,670,602	3.67	1,487,667	611.59	8,498
Lincoln	5,643	4,594	3,889.13	218	34,535,075	3.67	2,622,954	674.43	8,880
Linn	4,947	3,536	3,227.57	211	33,158,110	3.67	2,519,922	780.74	10,273
Livingston	4,981	3,331	2,992.30	183	29,945,650	3.64	2,369,805	791.96	10,008
McDonald	2,884	2,575	2,329.96	113	9,812,259	3.10	1,349,159	579.04	4,211
Macon	3,588	3,024	2,751.33	197	25,672,985	3.98	2,100,183	763.33	9,331
Madison	3,412	2,453	2,081.15	109	13,014,900	3.50	1,337,936	642.88	6,254
Maries	1,988	1,705	1,501.98	90	9,738,340	3.19	1,116,488	743.34	6,484
Marion	7,794	6,395	5,459.85	310	55,852,418	3.32	3,958,368	724.99	10,230
Mercer	1,221	976	878.40	72	15,195,825	2.89	800,052	910.80	17,299
Miller	4,819	4,258	3,578.23	215	31,188,519	3.75	2,787,120	778.91	8,716
Mississippi	5,266	4,843	4,121.53	271	35,688,265	3.22	3,188,658	773.65	8,659
Moniteau	3,353	2,646	2,308.91	129	24,210,835	3.38	1,586,113	686.95	10,486
Monroe	3,059	2,526	2,248.36	143	26,026,606	3.14	1,711,366	761.16	11,576
Montgomery	2,724	2,515	2,140.18	121	20,320,274	3.12	1,566,618	732.00	9,495
Morgan	2,313	2,071	1,792.76	100	19,513,147	3.43	1,145,252	638.82	10,884
New Madrid	9,873	7,149	5,728.78	381	48,494,572	3.26	5,197,584	907.27	8,465
Newton	9,719	8,131	6,864.78	366	34,171,784	3.42	4,491,708	654.31	4,978
Nodaway	5,102	4,335	3,928.68	282	54,610,159	3.34	3,306,300	841.58	13,900

SUMMARY DATA (continued)

County	Enumeration	Total Enrollment	Average Daily Attendance	Number of Teachers	Assessed Valuation	Average Tax Levy	Current Expenditures	Current Expenditures Per Pupil in ADA	Assessed Valuation Per Pupil in ADA
Oregon	2,650	2,567	2,122.03	142	11,598,313	3.81	1,511,779	712.42	5,466
Osage	3,336	1,931	1,718.47	102	15,791,076	3.19	1,285,451	748.02	9,189
Ozark	1,920	1,734	1,537.48	91	11,525,736	3.15	1,034,351	673.14	7,497
Pemiscot	8,577	8,442	6,838.57	445	39,689,051	3.82	5,597,146	818.46	5,804
Perry	4,125	2,540	2,148.41	130	25,446,980	2.82	1,722,233	801.63	11,845
Pettis	8,337	7,020	6,483.18	334	60,005,503	2.80	3,956,815	610.32	9,256
Phelps	7,261	7,176	5,991.62	324	41,655,119	3.27	4,118,798	687.42	6,952
Pike	4,651	4,136	3,592.04	208	41,931,515	3.07	2,773,027	771.99	11,673
Platte	10,852	9,813	8,232.90	478	73,252,747	4.51	6,548,160	795.36	8,898
Polk	3,521	3,919	3,374.78	205	21,964,793	3.63	2,130,627	631.33	6,509
Pulaski	5,969	10,679	7,956.46	455	19,835,908	3.75	5,585,531	702.01	2,493
Putnam	1,365	1,239	1,103.18	68	14,863,531	3.05	822,157	745.26	13,473
Ralls	1,227	1,190	1,020.40	61	9,037,482	3.55	824,039	807.56	8,857
Randolph	5,419	4,881	4,112.65	261	47,285,760	3.34	3,183,096	773.97	11,498
Ray	4,676	4,402	3,965.27	209	30,123,228	3.52	2,687,328	677.71	7,597
Reynolds	1,924	1,855	1,592.71	102	20,910,640	3.52	1,266,964	795.47	13,129
Ripley	3,539	2,896	2,474.02	128	10,518,194	2.79	1,642,727	663.99	4,251
St. Charles	31,950	25,134	21,090.21	1,207	178,688,880	4.86	16,560,546	785.22	8,473
St. Clair	1,727	1,649	1,395.44	88	11,974,406	3.24	992,086	710.94	8,581
St. Francois	12,094	10,913	9,033.22	503	48,582,060	3.93	6,387,431	707.10	5,378
Ste. Genevieve	3,817	2,108	1,764.00	96	24,813,062	3.45	1,513,359	857.91	14,066
St. Louis	289,827	216,104	185,005.01	11,157	2,728,344,180	4.61	180,866,461	977.63	14,747
Saline	5,155	4,780	4,098.33	273	44,867,991	3.11	3,284,465	801.41	10,948
Schuyler	1,149	1,152	998.30	71	8,436,414	3.10	841,593	843.02	8,451
Scotland	1,341	1,211	1,085.77	70	15,816,650	3.30	862,458	749.32	14,567
Scott	11,850	9,797	8,325.48	507	53,512,949	3.59	5,949,153	714.57	6,428
Shannon	1,227	1,100	941.24	60	4,423,144	4.00	739,188	785.33	4,699
Shelby	2,145	1,992	1,802.31	109	22,461,030	3.43	1,391,570	772.10	12,462
Stoddard	7,399	7,339	6,227.13	382	43,420,810	3.56	4,701,976	755.07	6,812
Stone	2,820	2,519	2,187.25	128	16,821,852	3.44	1,496,643	684.25	7,691
Sullivan	1,585	1,444	1,289.12	85	15,413,309	3.49	976,631	757.59	11,956
Taney	3,153	3,031	2,609.34	158	24,376,555	3.26	1,654,404	634.03	9,342
Texas	5,634	5,698	4,736.93	260	22,566,161	3.97	2,954,472	623.71	4,764
Vernon	4,109	3,919	3,317.93	204	29,973,235	3.76	2,344,126	706.50	9,034
Warren	2,703	2,318	1,998.71	109	16,220,468	4.40	1,288,118	644.47	8,115
Washington	5,556	4,183	3,661.90	193	28,985,240	3.95	2,545,472	695.12	7,915
Wayne	2,484	2,382	1,975.90	119	8,570,540	3.72	1,508,434	763.41	4,338
Webster	4,229	3,921	3,344.51	182	19,883,917	3.77	2,188,453	654.34	5,945
Worth	851	783	689.91	52	12,177,490	2.60	570,226	815.87	17,424
Wright	4,774	4,259	3,626.19	216	18,245,288	3.46	2,479,697	683.82	5,032
St. Louis City	158,080	115,719	91,435.42	4,997	1,639,813,271	2.86	85,324,108	933.16	17,934
State Totals	1,357,708	1,087,866	919,748.50	52,749	10,245,700,299		747,216,004	812.41	11,140

MISSOURI PUBLIC SCHOOL

KINDERGARTEN IN MISSOURI
(High School Districts Only)

1970-71

Classification	Number of Districts		Number of Pupils Enrolled in Kindergarten
	Total	Number Offering Kindergarten	
AAA	134	131	62,808
AA	91	84	6,441
A	229	179	7,306
U	6	1	26
TOTAL	460	395	76,581*

* The number of pupils in first grade during the following year (1971-72) was 82,178. (It should be noted that the public school enrollment in kindergarten is not entirely comparable with first grade enrollments during the following year, since some pupils attend public school kindergarten and switch to parochial schools at grade 1.)

Missouri Public Schools

1970-71 Enrollment And School

District Classification

A total enrollment of 1,084,833 was reported by Missouri's public schools for the 1970-71 fiscal year. Of that number, 1,065,235 (98.2%) were enrolled in districts which maintained high schools.

The following are the total student enrollments and state percentages of enrollments for high school districts by classification:

AAA	827,214	(75.3% of total state enrollment)
AA	112,335	(10.4% of total state enrollment)
A	124,317	(11.5% of total state enrollment)
U	1,369	(.01% of total state enrollment)
	1,065,235	98.21%

The remaining 19,598 students (1.79%) were enrolled in elementary districts.

The following table indicates the number of school districts by classification in each of nine enrollment categories during the 1970-71 school year. It is significant that practically all high school districts meeting "AAA" classification standards enroll over 1,000 pupils. All high school districts meeting "AA" classification standards enroll over 500 pupils. The higher a school district's enrollmen the more apt it is to be able to meet a higher classification. If small "A" school districts want to provide a program meeting at least "AA" classification standards, they should combine with other districts so they will have an enrollment and a financial base sufficient to support a "AA" program.

Number of Districts by Classification and Enrollment Categories

Classification	No.	0	1-49	50-99	100-249	250-499	500-999	1000-1499	1500-1999	2000-Above
"AAA"	134						2	19	24	89
"AA"	91						44	29	11	7
"A"	229			2	36	91	85	11	3	1
"Unclassified"	6				4	2				
Total High School	460			2	40	93	131	59	38	97

SPECIAL EDUCATION IN PUBLIC SCHOOL DISTRICTS

1948 TO 1971

School Year	Total Number of Children	Total Number of Teachers	Approved Reimbursement
1948-1949	7,050	164	$ 385,791
1949-1950	11,314	233	564,693
1950-1951	14,360	315	698,164
1951-1952	18,329	366	776,343
1952-1953	22,001	405	919,215
1953-1954	25,431	444	1,037,573
1954-1955	27,716	479	1,158,295
1955-1956	28,311	530	1,418,465
1956-1957	29,335	598	1,634,979
1957-1958	32,205	722	1,864,970
1958-1959	35,474	805	2,194,215
1959-1960	31,186	949	2,832,621
1960-1961	30,608	1,042	3,072,942
1961-1962	33,180	1,153	3,479,562
1962-1963	34,679	1,232	3,747,659
1963-1964	34,612	1,338	3,888,885
1964-1965	37,875	1,377	4,205,507
1965-1966	40,073	1,438	4,372,368
1966-1967	41,592	1,534	4,360,693
1967-1968	54,997	1,770	7,640,541
1968-1969	64,214	1,965	7,950,373
1969-1970	79,336	2,291	9,267,154
1970-1971	88,871	2,387	11,028,002

SPECIAL EDUCATION PROGRAMS
(STATE EXPENDITURES - CURRENT OPERATIONS)
1970-71

CATEGORY	TOTAL NUMBER OF DISTRICTS	TOTAL NUMBER OF CHILDREN	TOTAL NUMBER OF TEACHERS	APPROVED REIMBURSEMENT
Homebound	190	1,512	-	$ 144,908.00
Orthopedic	9	705	60	351,000.00
Deaf & Hard of Hearing	8	633	77	456,000.00
Blind & Partially Seeing	4	123	16	90,000.00
Mentally Retarded	256	18,070	1,124	4,049,500.00
Speech Defective	164	31,251	341	1,919,094.00
Learning Disabilities	23	702	67	390,000.00
Emotionally Disturbed	11	735	95	330,750.00
Remedial Reading	275	35,140	607	2,066,750.00
Auxiliary Personnel (full and half time)			590	1,230,000.00
School for the Blind	1	200	45	894,274.00
School for the Deaf	1	375	60	977,333.00
State Training Schools	61	1,663	164	2,085,000.00
TOTALS		91,109	3,246	$14,984,609.00

(Note: Funds are allocated on the basis of approvable program applications and adjusted upon basis of final reports.)

COMMUNITY COLLEGE

ENROLLMENTS BY PROGRAM AREAS

1970

College	Transfer	Business Related	Allied Health	Engin. Industry	Public Service	Special & Uncl.	Totals
Crowder	387	98	17	31	31	30	594
East Central	481	71	0	56	10	23	641
Jefferson	873	82	0	153	0	283	1,391
Metropolitan	4,855	1,219	320	254	202	913	7,763
Mineral Area	665	190	92	78	0	53	1,078
Mo. Southern	1,637	136	49	37	79	56	1,994
Mo. Western	1,744	80	17	69	26	31	1,967
Moberly	274	51	24	14	0	146	509
St. Louis	8,464	1,293	787	528	580	7,330	18,982
State Fair	434	203	25	50	0	139	851
Three Rivers	660	99	21	34	0	26	840
Trenton	401	29	12	0	0	19	461
Totals	20,875	3,551	1,364	1,304	928	9,049	37,071
% to Total	56.31	9.57	3.67	3.51	2.50	24.44	100

LOCATION OF THIRTEEN REGIONAL CONFERENCES
TO CONSIDER PUBLIC SCHOOL FINANCE STUDY

Location	Date
Mountain Grove	October 4
Aurora	October 5
Ballwin (Parkway West High)	October 10 (Evening)
Flat River	October 11
St. Louis	October 12 (Evening)
Kansas City	October 18 (Evening)
Raytown	October 19 (Evening)
Clinton	October 20
Salisbury	October 27
Maryville	November 6
Mexico	November 8 (Evening)
Sikeston	November 17
Eldon	November 21

MISSOURI STATE PUBLIC SCHOOL FINANCE STUDY

OPINION SURVEY - 1972

Please indicate your position:

- ☐ 1. Administrator
- ☐ 2. School Board Member
- ☐ 3. Teacher
- ☐ 4. Parent
- ☐ 5. Other

Size of school district represented:

- ☐ 1. 5000 or more students
- ☐ 2. 3001 - 5000 students
- ☐ 3. 1501 - 3000 students
- ☐ 4. 501 - 1500 students
- ☐ 5. 500 or fewer students

Please circle your response:

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	5	
SA	A	U	D	SD	1. Access to good education should be equally available to every child, not dependent on the resources of the school district in which the child happens to live.
SA	A	U	D	SD	2. The principle on which equity of educational opportunity is based is that education is a constitutional right of a child rather than a privilege to be granted or withheld.
SA	A	U	D	SD	3. Systems of taxation should be equitable in that people should be called upon to support public education in proportion to their ability to pay.
SA	A	U	D	SD	4. Equitable educational opportunities cannot be accomplished by providing equal number of dollars for each child to be educated.
SA	A	U	D	SD	5. The majority required to vote bonds in a local school district for capital outlay purposes should be reduced below the two-thirds presently required.
SA	A	U	D	SD	6. Early childhood education should be available to three and four year old children in such a manner that each child shall have access to voluntary participation, in cooperation with parents, in an educational program designed to meet his individual needs.
SA	A	U	D	SD	7. The services of public community colleges should be available to all citizens of the state with minimum cost to the individual student.
SA	A	U	D	SD	8. Comprehensive adult education programs should be available in response to the educational needs of adults with minimum cost to the individual.
SA	A	U	D	SD	9. Each school district should be large enough to maintain and operate a comprehensive program of elementary and secondary educational services, K through 12.
SA	A	U	D	SD	10. By July 1, 1976, no school district in the state should be allowed to operate if it fails to meet the minimum classification and accreditation standards of the State Department of Education.

SA	A	U	D	SD	11.	The budget of the State Department of Education should include sufficient funds to provide a program of assessment and evaluation of the elementary and secondary schools of the state.
1	2	3	4	5		
SA	A	U	D	SD	12.	Special school districts should be created for the purpose of providing vocational-technical programs, special education programs, and other needed cooperative services.
1	2	3	4	5		
SA	A	U	D	SD	13.	Present provisions for allocating funds for classes or pupils classified "exceptional" should continue in force until such time as sufficient research produces data to justify changes.
1	2	3	4	5		
SA	A	U	D	SD	14.	Property taxes levied to support schools should be reduced and the income and the sales taxes increased in amounts necessary to offset the property tax reduction.
1	2	3	4	5		
SA	A	U	D	SD	15.	Funds should be provided by the state for a statewide reassessment of property so there is an equitable statewide assessment.
1	2	3	4	5		
SA	A	U	D	SD	16.	The assessment of property and the collection of taxes should be conducted on the county level.
1	2	3	4	5		
SA	A	U	D	SD	17.	The State Tax Commission should be granted funds and authority to supervise and regulate local assessment procedures.
1	2	3	4	5		
SA	A	U	D	SD	18.	All property should be reassessed on a periodic basis, at least every four years.
1	2	3	4	5		
SA	A	U	D	SD	19.	State school funds should be distributed to accredited local school districts in a manner which would recognize cost differentials of the various educational programs.
1	2	3	4	5		
SA	A	U	D	SD	20.	If a statewide levy on property for school support should be adopted, local school districts should be permitted to levy an additional tax to add or expand programs in which they have special interest.
1	2	3	4	5		

COMMENTS: _____

THE STUDY OF PUBLIC SCHOOL FINANCE IN MISSOURI

The People Speak on Educational Issues

A Statistical Analysis and Certain Observations of Responses on Selected Educational Issues Made by Participants in Regional Conferences

Introduction

Thirteen Regional Conferences were scheduled in various parts of the state to give people an opportunity to become acquainted with the Public School Finance Study and to discuss the tentative recommendations before they are presented in final form. Approximately 4,000 citizens were invited to attend these conferences.

In each of the Regional Conferences, opinions of participants were sought and recorded on twenty educational principles or issues, each of which was presented on the survey form as a broad, general statement or question. Responses for each of the twenty items were recorded in terms of five choices which were -- strongly agree, agree, undecided, disagree, strongly disagree. No attempt was made to identify the respondents by name, but the results could be tabulated by geographic area, by type of school represented from a size of 5,000 or more to 500 or less, and by position held by the respondent, such as school administrator, school board member, teacher, parent, and other. The blanks also provided space for personal, informal comment.

In each conference, participants, insofar as possible, were furnished packets of information about the Finance Study before the meeting. In all cases, preliminary reports and tentative recommendations were presented and explained at the meeting. Time was scheduled for discussion in small groups before responses to the twenty items on the opinionnaire were sought. Participants in the conferences were selected to represent a broad cross section of the citizens who were recognized leaders in a community or area. In these conferences educators were not in a majority.

The data in this report are based on responses of participants in all thirteen Regional Conferences which have been held. The thirteen conferences were held at

Mountain Grove, Aurora, Ballwin, Flat River, St. Louis, Kansas City, Raytown, Clinton, Salisbury, Maryville, Mexico, Sikeston, and Eldon.

As the Co-Directors of the Study, the Committee Chairmen, and the Discussion Leaders listened to comments, questions, criticisms, and suggestions made by many people in these meetings, it seemed that there were certain items or questions on which people were speaking with a considerable amount of agreement.

Observations derived from listening to large numbers of people discuss school problems informally do not lend themselves to statistical treatment but they may have significant validity in reflecting the attitudes and thinking of people. Section I of this report deals with a statistical analysis of responses. Section II is a tabulation of observations and impressions of the staff members who conducted the conferences.

SECTION I - STATISTICAL ANALYSIS

Item 1. Access to good education should be equally available to every child, not dependent on the resources of the school district in which the child happens to live.

Approximately 90 percent of all respondents expressed agreement with this basic principle which relates to state responsibility. Disagreement was expressed by only 5 percent and 5 percent were undecided. There was only a slight difference in agreement according to size of school represented, ranging from 95 percent in districts with an enrollment of 5,000 or more to 85 percent in districts of 500 or smaller.

Item 2. The principle on which equity of educational opportunity is based is that education is a constitutional right of a child rather than a privilege to be granted or withheld.

Apparently there was strong feeling of agreement on this principle. In total, 88 percent agree, 7 percent were undecided, and 5 percent disagreed. There was little difference of opinion among the various categories.

Item 3. Systems of taxation should be equitable in that people should be called upon to support public education in proportion to their ability to pay.

Although the percentage in agreement was high, there was some observable differences in the responses to this statement. The total responses indicated 81 percent in agreement, 10 percent undecided, and 9 percent in disagreement. By size of district the percentage of agreement ranged from 87 percent to 77 percent with the lower percentage from districts of 500 or fewer pupils. By region the range of agreement was from 93 percent in a suburban area to 76 percent in a more rural section of the state.

Item 4. Equitable educational opportunities cannot be accomplised by providing equal number of dollars for each child to be educated.

Responses to this question indicated that the difference between equal dollars per child and equity in educational opportunities is not always clear. Agreement by geographical region ranged from 69 percent to 82 percent with the average for the total group being 76 percent.

Item 5. The majority required to vote bonds in a local school district for capital outlay purposes should be reduced below the two-thirds presently required.

Agreement related to the reduction of the two-thirds majority ranged from 52 percent to 87 percent with the state average as 66 percent. An examination of geographic areas seemed to suggest less agreement in the rural sections. Examination by position shows administrators 85 percent, teachers 77 percent, parents 58 percent, school board members 53 percent, and others 57 percent. Representatives from school districts enrolling 5,000 or more expressed 86 percent agreement. For each successively smaller category less agreement was expressed with 50 percent agreement being registered by representatives from schools with 500 or fewer students.

Item 6. Early childhood education should be available to three and four-year old children in such a manner that each child shall have access to voluntary participation, in cooperation with parents, in an educational program designed to meet his individual needs.

In the total group, there was 48 percent agreement, 21 percent undecided, and 31 percent disagreement. Greatest agreement was expressed at the St. Louis and the Kansas City conferences with 76 and 78 percent respectively. Only 37 percent agreement was expressed by representatives from districts enrolling 500 or fewer pupils.

Item 7. The services of public community colleges should be available to all citizens of the state with minimum cost to the individual student.

Agreement was expressed by 75 percent of the respondents. Agreement by region ranged from 58 percent to 90 percent. There was greater agreement in large school districts than in small.

Item 8. Comprehensive adult education programs should be available in response to the educational needs of adults with minimum cost to the individual.

Respondents expressed 83 percent agreement with the above statement. There was no great difference among the various categories.

Item 9. Each school district should be large enough to maintain and operate a comprehensive program of elementary and secondary educational services, K through 12.

There was a majority agreement for this statement in all categories. The percent of agreement for the total number of respondents was 85. Least agreement was expressed by representatives from school districts in the category of 500 or fewer pupils. In that group the agreement was 70 percent.

Item 10. By July 1, 1976, no school district in the state should be allowed to operate if it fails to meet the minimum classification and accreditation standards of the State Department of Education.

Agreement on this statement was considerably less than on most of the other items. The range of agreement by region was from 43 to 75 percent. The proposal was most unpopular in the smaller schools. In the category of 500 pupils or less the agreeement was only 34 percent.

Item 11. The budget of the State Department of Education should include sufficient funds to provide a program of assessment and evaluation of the elementary and secondary schools of the state.

The pattern of response by region to the above item ranges from a low of 61 percent to a high of 88 percent. The response for the group as a whole was 72 percent agreement. Examination does not indicate any consistent pattern in the various categories.

Item 12. Special school districts should be created for the purpose of providing vocational-technical programs, special education programs, and other needed cooperative services.

Agreement ranged from 68 to 87 percent and all categories were similar in their pattern of response.

Item 13. Present provisions for allocating funds for classes or pupils classified "exceptional" should continue in force until such time as sufficient research produces data to justify changes.

Percentages of agreement with the above statement by geographic region ranged from 72 to 82 percent. This strong agreement was reflected in all categories related to size and geographic region.

Item 14. Property taxes levied to support schools should be reduced and the income tax and the sales tax increased in amounts necessary to offset the property tax reduction.

The range of agreement by area was from 44 to 62 percent. There was no significant pattern among the categories but it is somewhat surprising to note that the highest percentage of agreement was in urban areas. The agreement for the entire group was 52 percent. In the remaining 48 percent, 22 percent were undecided and 26 percent in disagreement.

Item 15. Funds should be provided by the state for a statewide reassessment of property so there is an equitable statewide assessment.

Agreement by region ranged from 65 to 82 percent. The data indicate that there is more agreement with this proposal in urban than in rural areas. With reference to position, administrators and teachers agree more strongly than school board members, parents, and others.

Item 16. The assessment of property and the collection of taxes should be conducted on the county level.

There appears to be a considerable difference in rural and urban viewpoints on this proposal. The general agreement for the entire group ranged from 44 to 78 percent. There is less agreement in the metropolitan and urban areas than in the rural sections of the state.

Item 17. The State Tax Commission should be granted funds and authority to supervise and regulate local assessment procedures.

Agreement by region with the above statement ranges from 46 to 72 percent. The highest percentage of agreement, in general, is found in the urban areas.

Administrators and teachers tend to agree more with the proposal than school board members, parents, and others. The size of school districts appears to support the urban difference from the rural viewpoint.

Item 18. All property should be reassessed on a periodic basis, at least every four years.

This seemed to be an acceptable proposal. Agreement for the entire group was 79 percent. The range of agreement by region was from 70 to 87 percent. There did not appear to be any established pattern.

Item 19. State school funds should be discributed to accredited local school districts in a manner which would recognize cost differentials of various educational programs.

Agreement for the total group was 75 percent with 17 percent undecided and 8 percent in disagreement. When size of districts is considered, there appears to be considerable difference in the thinking about this question in rural and urban areas with the highest percentage of agreement generally in the urban groups.

Item 20. If a statewide levy on property for school support should be adopted, local school districts should be permitted to levy an additional tax to add or expand programs in which they have special interest.

Agreement ranged from a high of 90 percent at Ballwin to 66 percent in Kansas City. There seems to be no consistent pattern indicated except a general acceptance of the idea. For the total group 80 percent expressed agreement, 11 percent were undecided, and 9 percent were in disagreement.

SECTION II

Observations and Impressions Derived from Listening to Comments at Regional Conferences and by Reading Informal Comments Written on Opinion Survey Forms by Conference Participants

The people generally expressed approval of the plan of the study which provided opportunities for them to receive and discuss information and recommendations pertaining to problems in school finance and related matters in the Regional Conferences before final decisions had been made.

The wide cross section of citizenship represented at the conferences demonstrated the broad interest which people have in public education.

There was considerable support for the premise that the property tax for the support of the public schools should be reduced, but it was recognized that it is not practical to eliminate it at the present time because there were not additional taxes available to offset the proportion that the property tax now carries.

There appeared to be a majority of support for the recommendation that the assessment of property and collection of taxes be conducted at the county level. There were some exceptions to this view by participants from metropolitan areas. Most people seem to agree that a state agency with the authority for setting guidelines and supervising procedures would assist in equitable assessments.

People seemed to think that taxes should be related to the ability to pay and that the tax structure should include provisions for all individuals to pay their fair share.

There was strong feeling throughout the state that local control must be maintained for the operation of schools in a local school district.

Regardless of the form of future school financing, the feeling was widespread in all areas that local school districts should be permitted to levy additional tax to enrich and support special programs of local interest.

In discussing the two prime sources of revenue in addition to the property tax, which are the income tax and the sales tax, there seemed to be a majority of people who supported the theory that the income tax is preferable to the sales tax.

In school districts in which the per pupil expenditure is now above the average for the state there was considerable apprehension that any attempt at

leveling would result in mediocre school programs. It is apparent that any leveling procedure which would raise the average above the present level would require additional school funds from the state.

The principle of power-equalization was not considered to be a practical solution even though it is theoritically sound and might meet the requirements of court decisions. Some other solution should be sought.

A weighted-pupil formula seemed to be satisfactory if valid data for Missouri can be developed. Work should be started now to develop these data. As soon as data are available, the existing formula should be replaced by a weighted-pupil formula.

Some provision should be made for distribution of funds to be used for construction of buildings or to relieve the debt service burden.

There has been both strong support and substantial opposition to early childhood education programs operated by local school districts. There has also been a substantial number undecided and not expressing support or opposition. The support and demand is not yet general enough to warrant state funding at this time.

A majority agreed that comprehensive adult education programs should be available in response to the educational needs of adults at minimum cost to the individual

The majority favored improvement of educational programs and they also agreed that no school district should be allowed to operate if it fails to meet accreditation standards of the State Department of Education.

There was substantial opposition to requiring all school districts to meet "AAA" classification standards by July 1, 1980.

There seemed to be rather strong agreement that elementary districts should be merged with high school districts, thereby assuring children access to educational programs from kindergarten through grade twelve.

There appeared to be general agreement that provision should be made for unaccredited high school districts to merge with accredited districts; however, there was some concern about how stringent the standards for classification and accreditation will become in the future.

There was strong support for providing vocational-technical programs and special education programs on a cooperative basis (by a number of local school

districts) either through the special district approach or by contractual arrangements; however, many conference participants suggested a change in the law which would authorize, with State Board approval, the formation of special districts composed of contiguous local districts irrespective of county lines.

There appeared to be a consensus of agreement that all persons in the state should have access, within reasonable commuting distance, to those educational and training programs generally provided in the two-year community colleges, although further study is needed relative to the appropriate institutions for offering such programs in various sections of the state (junior colleges, senior colleges, and universities) in order to avoid duplication of costs, services, and effort.

It was generally recognized that district structures must be revised with changing needs and conditions and in accordance with the aspirations of the people; therefore, most conference participants are in agreement that another study should be conducted within approximately three years to evaluate the progress, status, and needs in the area of district organization and to suggest appropriate ways for further strengthening school district structures.

OPINION SURVEY - 1972
PERCENTAGE RESPONSE BY GEOGRAPHIC LOCATION

	Mountain Grove			Aurora			Baldwin			Flat River			St. Louis			Kansas City			Savtown			Clinton			Salisbury			Maryville			Mexico			Sikeston			Elsin		
	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D
Equal access to quality education	92	4	4	90	7	3	93	3	4	92	4	6	97	2	1	97	3	-	94	3	3	88	7	5	86	6	8	85	8	7	86	8	6	95	2	3	87	7	6
Education as a constitutional right	93	5	2	87	6	7	90	5	5	91	4	5	97	-	3	93	55	2	90	6	4	89	6	5	85	8	7	88	8	4	83	9	8	84	11	5	83	11	6
Taxation related to the ability to pay	80	8	12	80	12	8	93	6	1	81	10	9	87	4	9	83	10	7	80	9	11	76	11	13	80	10	10	81	8	11	77	11	12	81	12	7	83	10	7
Equal education versus equal per pupil expenditure	71	17	12	69	18	13	75	9	16	80	7	13	81	10	9	73	12	15	74	12	14	69	15	16	79	14	7	82	8	10	81	11	8	74	16	10	78	14	8
Two-thirds requirement for bonds should be reduced	68	7	25	70	5	25	87	3	10	67	10	23	87	4	9	85	3	12	80	3	17	58	11	31	62	10	28	55	9	36	52	13	35	66	6	28	63	10	27
Early childhood education	48	20	32	41	25	34	56	22	22	50	23	27	76	11	13	78	10	12	53	21	26	36	24	40	29	24	47	46	20	34	41	25	34	62	18	20	51	20	29
Community college for all at minimum expense	81	10	9	83	9	8	83	8	9	88	6	6	84	6	10	93	2	5	81	9	10	70	19	11	70	14	16	66	14	20	58	21	21	82	13	5	69	15	16
Adult education for all at minimum expense	81	9	10	87	6	7	84	10	6	91	5	4	87	4	9	83	10	7	86	9	5	77	15	8	77	16	7	80	11	9	81	11	8	89	7	4	81	11	8
Comprehensive elementary and secondary programs, K-12	79	9	12	88	3	9	92	5	3	91	8	2	96	4	-	98	2	-	87	8	5	80	10	10	79	12	9	80	12	8	82	9	9	85	2	6	88	5	7
Schools not meeting standards may not operate	56	15	29	67	15	18	75	13	12	65	16	19	60	23	17	63	22	15	63	20	17	46	18	36	47	17	36	43	20	37	56	17	27	57	26	17	64	12	24
Funds provided for assessment and evaluation	77	14	9	74	18	8	73	16	11	81	17	2	69	22	9	88	10	2	78	16	6	70	24	6	68	21	11	73	19	8	61	26	13	74	16	10	68	18	14
Special school districts created	81	12	7	81	13	6	85	9	6	86	6	8	87	9	4	81	12	7	82	13	5	72	19	9	72	17	11	81	12	7	68	18	14	79	13	8	69	17	14
Current provisions for funding special education to continue	82	13	5	79	19	2	80	14	6	81	15	4	77	16	7	73	22	5	72	24	4	78	21	1	73	22	4	72	21	7	75	21	4	81	16	3	79	16	5
Reduction of property tax offset by increase in other tax	44	25	31	44	28	28	46	20	34	52	24	24	60	20	20	51	22	27	60	16	24	52	24	24	49	27	24	62	19	19	53	21	26	55	27	18	50	18	32
Statewide reassessment of property to be funded	71	16	13	68	18	14	82	6	12	76	15	9	77	15	8	76	17	7	71	15	14	65	17	18	59	21	20	59	19	22	63	18	18	66	16	18	61	15	24
Assessment and collection to remain local	65	13	22	73	15	12	54	16	30	64	17	19	49	24	27	44	32	24	63	26	11	66	14	20	69	13	18	70	16	14	74	15	11	74	11	15	78	11	11
State Tax Commission to supervise and regulate	60	18	22	55	21	24	76	12	12	60	20	20	72	17	11	68	25	7	54	26	20	50	25	25	52	21	27	45	26	29	47	19	34	61	22	17	51	20	29
Reassessment every four years	83	11	6	80	12	8	81	6	13	87	9	4	83	13	4	71	17	12	78	13	9	77	15	8	70	17	13	81	11	8	77	12	11	87	8	5	75	9	16
School funds distributed by program cost differential	71	17	12	76	18	6	79	13	8	80	16	4	89	10	1	83	10	7	83	14	3	69	22	9	81	12	7	71	19	10	67	22	11	71	21	8	75	18	7
School retain right to levy additional tax	79	13	8	89	8	3	90	5	5	80	14	6	80	11	9	66	19	15	78	13	9	79	11	10	75	14	11	75	12	13	74	13	13	82	12	6	79	11	10

OPINION SURVEY - 1972

PERCENTAGE RESPONSE BY SIZE OF DISTRICT REPRESENTED

	Size of District														
	5000 or more			3001-5000			1501-3000			500-1500			500 or		
	A	U	D	A	U	D	A	U	D	A	U	D	A	U	
1. Equal access to quality education	95	3	2	93	3	4	91	4	5	91	5	4	85	4	
2. Education as a constitutional right	89	5	6	92	3	5	91	4	5	89	7	4	82	12	
3. Taxation related to the ability to pay	87	8	5	84	8	8	82	8	10	80	10	10	77	17	
4. Equal education versus equal per pupil expenditure	77	10	13	78	14	8	82	10	8	74	13	13	73	16	
5. Two-thirds requirement for bonds should be reduced	86	3	11	80	4	16	70	6	24	67	8	25	50	17	
6. Early childhood education	65	16	19	63	22	15	46	26	28	47	22	31	37	26	
7. Community college for all at minimum expense	85	7	8	79	9	12	77	10	13	75	14	11	67	17	
8. Adult education for all at minimum expense	87	7	6	87	5	8	88	6	8	84	11	5	75	15	
9. Comprehensive elementary and secondary programs, K-12	91	6	3	92	7	1	92	5	3	89	7	4	70	15	
10. School not meeting standards may not operate	72	16	12	70	14	16	74	16	10	60	18	22	34	19	
11. Funds provided for assessment and evaluation	75	17	8	75	20	5	75	18	7	71	18	11	69	21	
12. Special school districts created	81	11	8	76	17	7	81	11	8	78	13	9	75	16	
13. Current provisions for funding special education to continue	77	17	6	79	18	3	82	16	2	81	15	4	71	23	
14. Reduction of property tax offset by increase in other tax	51	19	30	48	27	25	54	20	26	53	23	24	51	24	
15. Statewide reassessment of property to be funded	78	13	9	75	12	13	71	15	14	67	15	18	58	21	
16. Assessment and collection to remain local	57	23	20	66	19	15	63	15	22	70	14	16	72	13	
17. State Tax Commission to supervise and regulate	69	19	12	65	21	14	64	18	18	55	20	25	42	24	
18. Reassessment every four years	79	12	9	81	12	7	82	10	8	81	11	8	75	14	
19. School funds distributed by program cost differential	87	9	4	78	19	3	78	17	5	74	17	9	68	22	
20. School retain right to levy additional tax	83	9	8	83	12	5	85	7	8	80	11	9	75	14	

OPINION SURVEY - 1972

PERCENTAGE RESPONSE BY TYPE OF REPRESENTATIVE

ITEM NUMBER	ADMINISTRATOR			SCHOOL BOARD MEMBER			TEACHER			PARENT			OTHER		
	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D
Equal access to quality education	95	3	2	84	8	8	96	2	2	88	7	5	87	7	6
Education is a constitutional right	91	4	5	84	8	8	90	6	4	88	8	4	86	8	6
Taxation related to the ability to pay	87	6	7	78	10	12	83	11	6	81	10	9	75	12	13
Equal education versus equal per pupil expenditure	80	9	11	76	12	12	75	16	9	74	15	11	73	13	14
Two-thirds requirement for bonds should be reduced	85	5	10	53	8	39	77	8	15	58	10	32	57	8	35
Early childhood education	47	24	29	39	22	39	56	21	23	48	20	32	50	21	29
Community college for all at minimum expense	77	13	10	69	14	17	76	12	12	77	11	12	76	13	11
Adult education for all at minimum expense	86	8	6	76	15	9	90	7	3	82	11	7	79	10	11
Comprehensive elementary and secondary programs, K-12	88	6	6	82	10	8	85	8	7	84	8	8	84	10	6
School not meeting standards may not operate	61	16	23	50	18	32	62	17	21	57	18	25	57	19	24
Funds provided for assessment and evaluation	74	16	10	69	20	11	71	20	9	73	19	8	72	20	8
Special school districts created	81	13	6	72	17	11	83	11	6	79	12	9	75	15	10
Current provisions for funding special education to continue	87	9	4	71	25	4	79	18	3	76	20	4	70	24	6
Reduction of property tax offset by increase in other tax	52	24	24	55	20	25	55	22	23	49	23	28	50	22	28
Statewide reassessment of property to be funded	83	10	7	58	18	24	71	17	12	61	20	19	60	18	22
Assessment and collection to remain local	56	15	29	77	9	14	62	22	16	70	18	12	73	15	12
State Tax Commission to supervise and regulate	73	16	11	48	18	34	59	23	18	44	28	28	54	20	26
Reassessment every four years	87	8	5	70	15	15	82	12	6	78	12	10	78	11	11
School funds distributed by program cost differential	76	15	9	68	21	11	80	15	5	78	17	5	72	20	8
School retain right to levy additional tax	87	8	5	74	14	12	85	9	6	78	13	9	73	14	13

OPINION SURVEY - 1972

PERCENTAGE RESPONSE - STATE

ITEM NUMBER	AGREE	UNDECIDED	DISAGREE
qual access to quality education	90	5	5
ducation is a constitutional right	88	7	5
axation related to the ability to pay	81	10	9
qual education versus equal per pupil expenditure	76	13	11
wo-thirds requirement for bonds should be reduced	66	8	26
arly childhood education	48	21	31
ommunity college for all at minimum expense	75	13	12
dult education for all at minimum expense	83	10	7
omprehensive elementary and secondary programs, K-12	85	8	7
chool not meeting standards may not operate	57	18	25
unds provided for assessment and evaluation	72	19	9
pecial school districts created	78	13	9
urrent provisions for funding special ducation to continue	77	19	4
eduction of property tax offset by increase in other tax	52	22	26
tatewide reassessment of property to be funded	67	16	17
ssessment and collection to remain local	67	16	17
tate Tax Commission to supervise and regulate	56	21	23
eassessment every four years	79	12	9
chool funds distributed by program cost differential	75	17	8
chool retain right to levy additional tax	80	11	9

Appendix B

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